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ABSTRACT

Designed for students in grades K-3, the program focuses on nurturing individual student growth through sequential class activities that stimulate a positive social climate within the classroom. Based on group process and child development research, the teacher's handbook focuses on skills in the areas of friendship, communication, and cooperation. Basic to the project are regularly scheduled, weekly activities which emphasize positive student behaviors and interactions. Graded lesson plans state the goals for the activity, materials to be used in conducting the lesson, and step-by-step directions. An accompanying parent guide includes masters for monthly parent newsletters (which sequentially correspond to the activities), and a guide for a four-week parent education course. In addition, a facilitator's guide provides an outline for a one-day preservice workshop and a one-day mid-year inservice workshop. Appendices include games and simulations, teacher logs, supplemental materials, and a bibliography. (LH)

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PROJECT

C.L.A.S.S.

Classroom Learning to Attain Social Skills

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an E.S.E.A. Title IV-C Project
Orcutt Union School District
Orcutt, California

TEACHER HANDBOOK

CLASSROOM LEARNING TO ATTAIN SOCIAL SKILLS

TEACHER'S HANDBOOK

by

Carol Hoagland Sandra Eyler

Edward F. Vacha

PROJECT C.L.A.S.S.
E.S.E.A. Title IV-C Project No. 6877

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Jack Garvin, Ed.D.
Superintendent

Harold E. Black, Ed.D.
Associate Superintendent

PREFACE

This handbook is the final product of Project C.L.A.S.S. (Classroom Learning to Attain Social Skills), an E.S.E.A. Title IV-C project awarded to the Orcutt Union School District by the State of California Department of Education. It is designed to help classroom teachers develop a preventative guidance program for students in kindergarten, first, second and third grades. The program provided by this Handbook is different from most guidance programs in that it focuses on the classroom group rather than on individual students.

Project C.L.A.S.S. and this Handbook have had the benefit of the contributions of a large number of individuals. The Project C.L.A.S.S. teachers listed below field-tested the classroom activities which constitute the core of our program. Their suggestions and criticisms are reflected in almost every lesson as we revised activities to make them more effective and interesting for students. They were so enthusiastic about Buzz Eyler's presentation on the use of cooperative games that we asked him to write a section on cooperative physical education for this Handbook. The control group teachers listed below also contributed to the Project. They allowed us to disrupt their classes to administer surveys and other assessments to their students and thereby played a crucial role in the evaluation of our program.

We have been fortunate to have both encouragement and support from the administrative staff of the Orcutt Union School District. The principals listed with the project teachers cooperated by allowing their teachers to incorporate Project C.L.A.S.S. into the existing school program. Dr. Robert Lindstrom, former Orcutt Superintendent, Dr. Jack Garvin, Superintendent, and Dr. Harold Black, Associate Superintendent and Project Director, have all demonstrated their commitment to the Project. Their support and help with the original application and their advocacy of the program to various school-related and community groups have been greatly appreciated.

The consultants for Project C.L.A.S.S., Joan Coburn, Richard Schmuck, Elizabeth Jones, and Edward Vacha, also played key roles in the Project. Many of their ideas and suggestions have been incorporated into this Handbook, and they provided valuable inservice training for the Project teachers. The State of California Department of Education consultants assigned to Project C.L.A.S.S., Dave Foley and Bob Rowe, also played an important role in the development of this Handbook by guiding us through the complexities required for successful administration of the Project.

When we reached the reproduction phase of this Handbook we were fortunate to have the help of the Santa Barbara County Schools Office. The cover graphics were designed by Leo Lathouwers and production of the handbook was arranged by Paul Jillson, Director of Curriculum and Instructional Services, and James Ross, Duplicating Supervisor. Lynn McCart added illustrations.

Marianne Fulkerson, Project Secretary, was responsible for copy editing, art work, and typing of this handbook. She has helped us make this a much more attractive and readable book than it would have been without her help and she played an important part in the day-to-day functioning of the Project.

The Project teachers were as follows:

EXPERIMENTAL GROUP	CONTROL GROUP
Ralph Dunlap School Tony Brancato, Principal	
Fran Wilkins	Shirley Jensen
Bonnie Zaikowsky	Marie McBride
May Grisham School Dick Makela, Principal	
Ingrid Gutshall	DeAnn Newman
Florence Franta	Ilene Graney
Janice Yanagisako	
Joe Nightingale School Andre LaCouture, Principal	
Millie Lane	Marvin Stilliens
Patterson Road School Don Brown, Principal	
Wilda Gasaway	Pernell McCalip
Rich Ham	Esther Burton
Pine Grove School John Meyer, Principal	
Margaret Rhodes	Winnie Ater Laura Dias Marlene Dochterman
Alice Shaw School Keith Martindale, Principal	
Maralyn O'Neil	Gay Campbell
William Eyler	Nadine Crosby
St. Louis de Montfort School Sister Ellen Mary, Principal	
Mary Jane Francisco	
Marilyn Tilley	
Maureen Wilson	

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INTRODUCTION

A Brief Overview to the Teacher Handbook

Have you wondered at times why members of one class seem to get along and those in another class of the same size, with similar academic levels, seem to be at odds with one another? Most of us have had this experience. While we struggled with trying to develop a positive classroom environment, we have felt frustrated, wondering what student skills have not been developed or what student skills have been lost.

The area of social psychology has much to tell us about what is or what is not happening in our classrooms. From a foundation in social psychological theory, we have developed a program which enables a teacher to improve the social climate within a classroom setting. Learners participate in the lessons and activities which are designed to encourage positive growth in three important areas:

1. Friendship - encouraging students to initiate and develop friendships with their classmates and to interact positively with classmates
2. Communication - increasing students' abilities to listen positively and to participate in clear classroom communications
3. Cooperation - improving students' abilities to work together for a common purpose and to appreciate the contributions each member may make to a group

As skills in these areas of friendship, communication and cooperation are practiced, learned, and applied to the rest of the school setting, Project C.L.A.S.S. children will be establishing patterns of behavior which will lead to a classroom social climate fostering learning and growth.

Basic to Project C.L.A.S.S. are regularly scheduled, weekly activities which emphasize positive student behaviors and interactions. The graded lesson plans clearly state the goals of the activity, materials to be used in conducting the lesson, and step-by-step directions for conducting and debriefing the activity. The lessons are planned sequentially as a result of field-testing within actual classrooms.

Conducting regular lessons is only one part of our program for improving classroom social climate. Around the lessons, you structure reinforcement by using management techniques and strategies outlined in the Handbook.

These techniques are important because they support the learnings generated by the lessons with suggestions that can be used throughout the school day. At this point our field-test teachers have asked, "What do I do with all the good songs, stories, and activities that I have been using all along?" Our answer to this question is to keep on using what has been effective for you. If these experiences foster cooperative behavior, increase positive communication and encourage friendliness, they will supplement and enhance the Project.

Is lack of time a problem in your teaching day? With today's extensive curriculum you may feel pressured to cover everything listed for your grade level. You will notice that Project C.L.A.S.S. lessons are cross-referenced to curriculum areas such as written language, mathematics, and reading. Many can be used appropriately during art or physical education periods. Although we recommend that a specific time be set aside for Project C.L.A.S.S. lessons and activities, you can legitimately weave the project activities into existing curriculum areas.

Knowing the basis for our actions usually strengthens the outcome of those actions. For this reason, we have included brief discussions of the theory upon which Project C.L.A.S.S. is based. These discussions are designed to provide sufficient background in sociological and developmental theory for you to understand and implement the lessons and activities within your classroom. Observational techniques are also suggested to enable you to informally appraise your class's growth in project areas and determine any need for supplemental activities.

The Project C.L.A.S.S. program is contained in this handbook with lessons, activities and classroom techniques. But the classroom teacher is the catalyst essential to the effectiveness of the program. Your attitude towards the basic lessons and activities and your efforts to use the strategies throughout the school day are the critical foundations upon which the elements of a more positive climate will take hold. Your willingness to have open and equitable expectations regarding your class's potential for social growth will enable you to provide many experiences and opportunities for your class as a group and for individual students in your class.

THE SUCCESS OF PROJECT C.L.A.S.S.

Summary of the Evaluation of the Project

The following discussion briefly describes the evaluation of Project C.L.A.S.S. in nontechnical language. The evaluation of the project was quite complex because so many objectives were evaluated and multiple measures for several of the factors were used. The evaluation also involved rather complex statistical tests of significance (analysis of covariance). This summary is a simplified version of the original evaluation report. See Vacha, 1982, for the complete evaluation report.

Project Objectives

Four kinds of objectives were selected for evaluation of Project C.L.A.S.S. The most important were student performance objectives. We wished to know if the project produced changes in students' abilities to cooperate on group tasks and to communicate in group discussions. In addition, we evaluated the project in terms of students' attitudes. In particular, we wished to find out if the project improved students' evaluation of their class. We also evaluated the project in terms of its impact on teacher performance. The project not only attempts to change students' behaviors and attitudes, it also attempts to make teachers more effective in maintaining positive social relations among their students. Finally, we evaluated the project in terms of its impact on parents. We wanted to know if the project improved parents' evaluations of the schools. Did the parent newsletters help parents teach the social skills necessary for their children to contribute to the development of a positive classroom social climate?

Each of these four types of objectives required different kinds of research strategies and each was analyzed separately. We believe that a truly effective program for improving classroom social climate should achieve all four types of objectives because each element --- students' behaviors, students' attitudes, teachers' performance, and parents' attitudes --- has an impact on classroom social climate.

The Research Design

Project C.L.A.S.S. was evaluated in Orcutt Union School District during the 1980-81 school year. Twenty-one teachers who volunteered to participate in the project were randomly assigned to either a comparison group or the project group. Classes from kindergarten through third grade were included in the evaluation (including several combination classes) and the classes were drawn from six different schools.

Students in both the comparison classes and the project classes were pretested in the fall and posttested in the spring. The comparison classes did not participate in any of the project activities. Most of the evaluation involved comparing the posttest scores of project students (and their teachers and parents) with the posttest scores of the comparison groups. The posttest scores were usually statistically adjusted for differences in pretest scores through an analysis of covariance. Most of the posttest scores described in this chapter are adjusted average posttest scores that take into account differences between various groups' pretest scores.

RESULTS

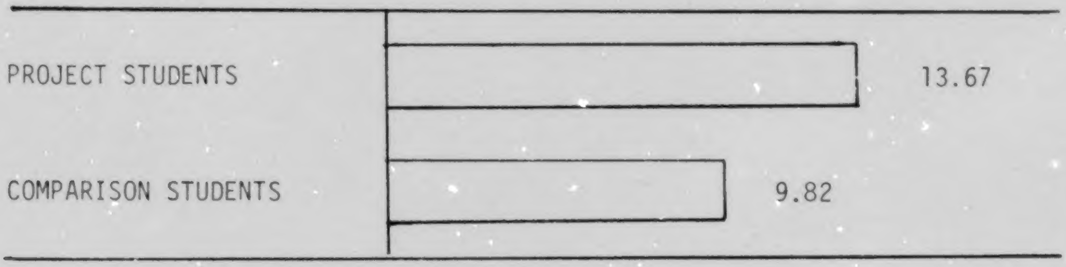
Student Performance Objectives

Objective I: The Project Will Produce an Improvement in Students' Abilities to Cooperate

We evaluated this objective by having groups of students engage in a standardized activity requiring cooperation. The students were observed and their behavior was recorded using an observation schedule. (The activity and the observational schedule are described in another section of this handbook.) Four kinds of behavior were observed: Positive task behavior (sharing, giving information and advice, working on the task, etc.); positive social-emotional behavior (praising, encouraging others etc.); negative task behavior (demanding, griping, bossing, monopolizing materials, destroying others' work, etc.); and negative social-emotional behavior (ridiculing others, name-calling, interrupting, etc.). The positive task and positive social-emotional behaviors contribute to the over-all cooperativeness of the group while negative task and negative social-emotional behaviors reduce or undermine overall cooperativeness of the group.

The project students had better posttest scores than the comparison students on each of these behaviors, and the differences were statistically significant at the .05 level. Figure I summarizes these results. Each of the four kinds of behavior measured were combined by adding average positive task and social-emotional behavior scores and subtracting the negative task and social emotional scores to form a single overall cooparativeness score. The higher the score, the more cooperative the students. As Figure I indicates, the project students were much more cooperative than the comparison group students.

FIGURE I: AVERAGE STUDENT COOPERATIVENESS SCORE

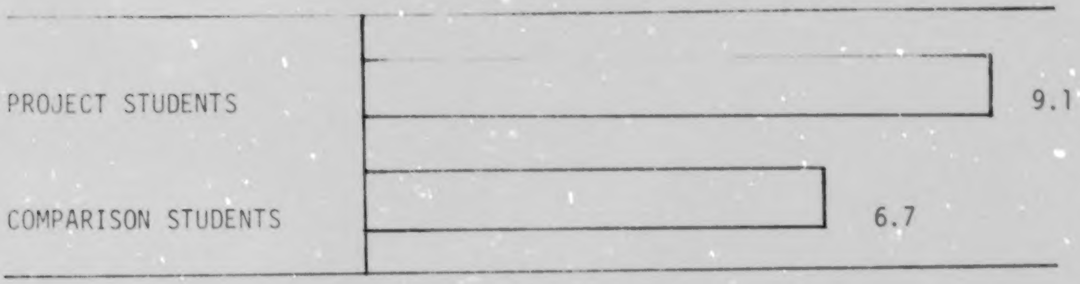


Objective II: The Project Will Improve Students' Abilities to Communicate in Group Discussions

The students were also observed engaging in a standardized group discussion. The students' positive communication behavior (responding appropriately, talking on topic, listening, etc.) and their negative communication behavior (talking off topic, not listening, attending to distractions, etc.) were observed and recorded during the discussion. (The discussion and the observational schedule used are also described in detail in another section of this handbook.) The project students had better scores than the comparison students for both positive and negative communication behavior and the differences were statistically significant at the .05 level. The project students engaged in more positive communication behavior and less negative communication behavior than the comparison students.

Figure II summarizes these results. The adjusted average frequency of negative communication behavior was subtracted from the adjusted average frequency of positive communication behavior to yield an average student communication ability score. The higher the score, the more effective students were in participating in group discussion. As Figure II indicates, the project students had much better communication scores than the comparison students.

FIGURE II: AVERAGE STUDENT COMMUNICATION ABILITY SCORE



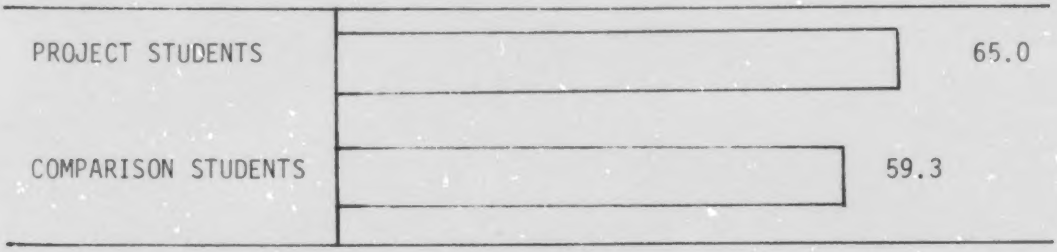
The Student Attitude Ojective

Objective I: The Project Will Improve Students' Evaluation of the Social Climate of Their Class

This objective was measured by having students respond to a seventeen item survey asking them to rate their classmates and teacher in terms of their friendliness, cooperativeness, tolerance for individual differences, helpfulness, and ability to solve problems collectively. This rather unique survey was especially designed for students in the first through third grades. We were unable to devise a reliable survey for kindergarten students. (The survey and instructions for administering it are included in another section of this handbook.)

As Figure III indicates, the project students had higher adjusted posttest survey scores than the comparison students, and the difference was statistically significant at the .05 level of significance. The project students evaluated their classes more positively than the comparison students. This suggests that the project students were able to perceive the improvements produced by the project, and they probably enjoy school more than those not participating in the Project C.L.A.S.S. program. These results are important because students' academic performance is often correlated with their liking for school.

FIGURE III: AVERAGE STUDENT SURVEY SCORE

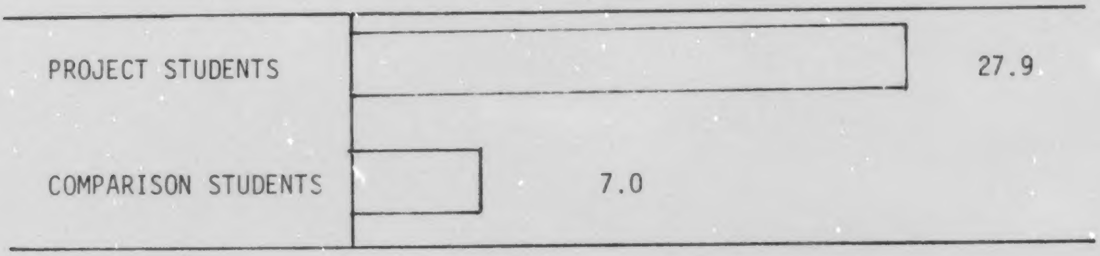


The Teacher Performance Objective

Objective: The Project Will Improve Teachers' Abilities to Help Their Students Solve Problems of Cooperation, Communication and Friendship

Classroom social climate is largely dependent on teachers' abilities to provide an atmosphere conducive to good social relations among their students. If teachers are to improve the social relations among their students, they must be able to adopt strategies for resolving students' problems cooperating, communicating, and making friends because these problems can be very disruptive. Accordingly, we asked the teachers to list all the strategies for solving cooperation, communication, and friendship problems they had used during the school year. As Figure IV indicates, the project teachers were able to list many more strategies for solving these problems than the comparison teachers.

FIGURE IV: AVERAGE NUMBER OF STRATEGIES USED BY TEACHERS TO SOLVE STUDENTS' SOCIAL PROBLEMS



These findings suggest that teachers need more training in dealing with problems of friendship, cooperation and communication. They also suggest that

Project C.L.A.S.S. can provide this training by providing teachers with specific strategies and by fiving teachers the necessary theoretical background to allow them to devise their own strategies.

The Parent Objectives

Project C.L.A.S.S. attempts to help parents as well as students and teachers. The project had three parent objectives that were evaluated.

Objective I: The Project Will Help Parents Deal With Their Children's Social Problems In the Classroom

We wished to increase the amount of help available to parents whose children had problems cooperating, communicating, and making friends with their classmates. This objective is particularly important in the light of the results of the evaluation of teacher performance. As the preceeding discussion indicates, teachers not in the project were able to devise very few strategies for improving their students' abilities to cooperate, communicate, and make friends. A survey of parents which asked who provided them with help when their children had these problems indicated that teachers are the main source of help. Given the limited ability of teachers not in the project to devise strategies for helping children overcome these problems, it is evident that parents need an additional source of help. Providing parents with help was also accomplished through the Parents' Newsletter. The newsletter provides suggestions for parents to help them teach their children social skills and to help them become more successful in their relations with their classmates.

To evaluate this objective we asked parents to indicate on a survey whether or not they believed the schools provide them with enough help in dealing with their children's problems making friends, cooperating with others and communicating effectively with their classmates and teachers. About 68% of the project students' parents surveyed indicated that they believed the schools provided them with enough help, whereas only 48% of the comparison students' parents believed they received enough help.

Objective II: The Project Will Improve Parents' Attitudes Toward the Role of the Schools in Helping Them Deal With Their Children's Social Problems in the Classroom

Some parents and groups fear that the schools may become too much involved in family life. If the project is successful, it should allay these fears; otherwise, the parents may oppose implementation of the project.

To evaluate this objective, we asked the parents to indicate whether they believe the schools should not try to help parents deal with their children's social problems. We wanted to know if the project was successful without intruding into family life in an unwarranted or negative way. We found that while 17% of the comparison studdnts' parents believed the schools should not try to help, only 2% of the project students' parents believed the schools should not try to help parents in this area. Apparently, many parents distrust the involvement of the schools, but the help provided by the project is sufficiently effective and/or is sufficiently unobtrusive to allay most parents' fears.

Objective III: The Parents Will Positively Evaluate the Parent Newsletter

Finally, we asked the project students' parents whether or not they had actually used some of the activities suggested by the newsletter and whether or not they wished the newsletter would continue to be sent to them. Over 88% of the parents surveyed reported that they had used at least some of the activities suggested by the newsletter and about 41% said that they used at least half of the activities suggested in the newsletter. Furthermore, over 95% of the parents surveyed indicated that they hoped the newsletter would continue to be sent to them. These results suggest that most parents do value the help provided by the project and they found the newsletters to be useful.

In conclusion, the evaluation of the project indicates that it helped students, teachers, and parents. The results also indicate that all three groups found that improving classroom social climate is important.

REFERENCES

Vacha, Edward F. "Evaluation of Project C.L.A.S.S." Sacramento, CA. California Department of Education, E.S.E.A. Title IV-C.

FRIENDSHIP

Every classroom has an attraction structure--a pattern of friendships and dislikes--that influences the quality of life in that classroom and the academic performance of individual students and the group as a whole. There are usually one or more class "stars" who are liked by many. Also there are often several students who are disliked by many as well as several isolates who are neither liked nor disliked but who never seem to be a part of the classroom group. This pattern of friendships, dislikes and isolation influences student performance in a variety of ways. An ideal classroom attraction structure is characterized by students who each have at least a few good friends in the class. In such an ideal classroom there are no isolates and few students who are actively disliked by a large number of their classmates. There is no clear-cut "pecking order" because the friendships and dislikes are "diffuse" or spread out evenly among the members in a more or less equal distribution (Schmuck and Schmuck, 1979). When friendships are "centralized," there is a clear-cut "pecking order" or hierarchy of popularity with many students being either isolates or disliked by many of their classmates. In a classroom with a centralized attraction structure all but the most popular "stars" are anxious about their popularity. This anxiety about popularity leads to students performing below their potential and causes many disruptions and disputes as students compete for friends and recognition.

The goal of Project C.L.A.S.S. is to help create a diffuse attraction structure so all students can feel reasonably secure and self-confident. A diffuse friendship structure will provide the students with at least the few friendships in the class that are necessary to provide the emotional support and self-esteem they need to be happy and successful in school.

In addition to understanding what we wish to accomplish in the area of friendship, the teacher should also understand what we do *not* wish to do. We do not want each student to like everyone in the class equally. No student can maintain twenty-five or thirty close friendships. Children, especially primary students, have difficulty maintaining more than a few close friendships. Demanding they be friends with everyone in the class would be unrealistic and encourage hypocrisy and "phony" relationships. Futhermore, insisting that students like everyone in the class equally would only drive antagonisms and hostilities "underground," and once children learn to hide their dislikes, the teacher will be unable to help them resolve their interpersonal conflicts.

Ideally, every child should have a few close friends in the class, and should maintain sufficiently cordial and civil relationships with the rest of their classmates to allow them to work together.

We also do not want to "break-up" or otherwise manipulate existing friendships. For example, cliques do not need to be destroyed; we just need to encourage students to explore the possibilities for initiating friendships outside of the clique. Manipulation of friendships breaks down the relationship between the teacher and students because the teacher is cast in the role of a manipulative outsider whose efforts at control must be resisted. Project C.L.A.S.S. friendship activities and classroom management techniques attempt to expand students' friendships by facilitating and increasing opportunities for making new friends.

Manipulating existing friendships is highly unethical in our view because it would involve an attack on the freedom and dignity of individual children. On the other hand, we believe that facilitating opportunities for new friendships is both desirable and ethical. It is desirable because welding a class into a harmonious unit through creation of as many friendship bonds as possible to produce a web of friendships will improve the quality of life of students in the classroom. This approach is also ethical and respects the dignity of the child because the ultimate choice of friends and the determination of the strength of the friendships is left up to the child.

The Antecedents of Friendship

Fortunately, a great deal has been learned about the conditions that foster the initiation of friendships in the past few years. Research in sociology and social psychology has demonstrated that a number of factors seem to influence the probability that people will be attracted to each other enough to want to initiate a friendship. The Project C.L.A.S.S. lessons and classroom management techniques each utilize one or more of these factors. The teacher can also make use of the various antecedents to friendship to help expand opportunities for students to make new friends.

Propinquity

The propinquity principle has been demonstrated to be a very powerful determinent of friendship. The propinquity principle states that simple physical proximity influences friendship opportunities. What is important here is not physical distance per se, but the increased opportunities for interaction that physical closeness provides. In general, the more often people who are initially neutral to each other interact, the more likely they are to become friends.

Many of the Project C.L.A.S.S. lessons and management techniques utilize the propinquity effect by bringing children who do not normally interact into contact for activities that encourage cooperation and interaction. Similarly, the use of various grouping techniques to create new seating arrangements discussed in the sections on classroom management gain much of their effectiveness because they maximize propinquity among students who would otherwise rarely interact on a regular basis.

Similarity

There is considerable evidence that people are attracted to those they believe have opinions, attitudes and values similar to their own. The goal of Project C.L.A.S.S. is not to somehow make students similar to each other. In fact, we want to encourage individuals to grow into unique persons and we want to encourage students to appreciate and value each classmate's unique differences. However, we do want to give the children opportunities to discover their similarities. Children are often surprised to discover they have a great deal in common with some other members of the class. Unless they discover these similarities, they are unlikely to become friends. Because children so often fail to communicate with some of their classmates on a personal level, many potential friendships never have a chance to develop. Many of the Project activities are designed to increase students' chances to learn more about each other.

Another reason discovering similarities is so important in initiating friendships is that we tend to believe that people who have attitudes or opinions similar to our own are likely to be attracted to us. This is important because the most powerful determinent of whether a person will like another is whether he or she believes the other will like him or her (Aronson, 1980:257). In other words, we tend to like people we think like us, and we tend to think people similar to us like us.

Praise and Favors

The giving of praise and doing favors tends to increase the likelihood two people will initiate a friendship under somewhat complex conditions.

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People like to be praised, and they tend to like the praiser. However, they do not like to be manipulated and, as a consequence, they will not be attracted to the praiser if the praise appears to be too lavish or unwarranted. Some of the Project C.L.A.S.S. activities give students opportunities and encouragement to praise each other in ways that are genuine and nonmanipulative. Teachers can greatly enhance the friendship patterns of their classes by encouraging and rewarding genuine praise.

Doing favors and helping also have a complex effect on friendships. A number of studies have demonstrated that children tend to like children who have helped them (Bacon-Byrne, 1981). However, children are not attracted to others whose favors or help have strings attached. The effect of favors and help is further complicated by another factor. People are often attracted to people they have helped. In other words, doing favors for others makes the person we have helped more attractive to us. This is why peer tutoring and helping is such an effective way to initiate friendships. Not only is the person who helps another made more attractive; the person who is helped also becomes more attractive to the helper. Many Project C.L.A.S.S. activities utilize this principle by encouraging students to help each other and cooperate with each other.

Competence

Another determinent of liking utilized by the Project is competence. In general, we are attracted to people who seem to be competent--to have special skills that benefit other individuals or the group. However, too much competence can put others off. We are not attracted to people who seem to be perfect or infallible. A number of experiments have indicated that although a high degree of competence makes a person attractive, some evidence of fallibility makes the person even more attractive (Wellerman & Floyd, 1966). This effect. known as the "pratfall effect" is utilized indirectly by a combination of Project C.L.A.S.S. activities. On the one hand, many of the Project activities encourage children to develop and utilize social skills. The acquisition of these skills makes students appear to be more competent and, therefore, more attractive. At the same time, the activities designed to give children greater opportunities to know each other and work with each other on a more intimate level will reveal each person's weaknesses and foibles. It is the person who is aloof and not well known who appears to be infallible and unapproachable.

Cognitive Balance

Recent research using sophisticated statistical techniques to analyze sociometric data has indicated that there is a strong tendency for students to achieve balance in their friendships. In triads (these are the largest groups studied to date), if child A likes child B and child B likes child C, there is a strong tendency for child A and C to become friends. Apparently unbalanced friendship triads (A likes B and B likes C, but A does not like C) are uncomfortable and tend to become balanced over time (Hallinan & Tuma, 1978).

Many of the techniques used by the Project to initiate friendships benefit from the balance effect. If one of the management techniques or the lessons succeeds in helping two children become friends, the balance effect will multiply their effectiveness because the two new friends will become friends with each other's friends over time.

Friendship Norms

Norms, unspoken but important expectations for individual conduct developed by all groups, influence friendship in the classroom. As friendships stabilize in groups, group members will be expected to like some popular members and will be expected to dislike unpopular members. These expectations often make it difficult to help unpopular class members because students are reluctant to violate friendship norms out of fear of becoming unpopular themselves. Given enough time, the Project C.L.A.S.S. activities and management techniques can change friendship norms, but norms change very slowly so the teacher must be patient.

CLASSROOM MANAGEMENT TECHNIQUES TO ENCOURAGE FRIENDSHIP

To reinforce the goals of Project C.L.A.S.S., it is important to use techniques and strategies throughout the school day which are compatible with those used during Project lessons and activities. Student growth in friendly and cooperative behavior and in communicating more appropriately will show greater gains when numerous opportunities are provided for practicing the skills learned in the weekly lessons. Since many of the skills are directly related to success in curricular areas, the teacher can easily build them into existing lessons.

There is a strong emphasis in Project C.L.A.S.S. on strategies of grouping and regrouping to provide more opportunities for student interaction. To establish a more positive classroom social climate we recommend frequent regrouping whenever ability grouping is not necessary. This is important for a number of reasons.

1. Interaction between individuals strongly affects the chances for developing friendships.
2. Frequent regrouping provides more opportunities for interactions of isolates who generally initiate few by themselves.
3. Careful structuring can expose the unpopular student to more accepting groups.
4. Using sociometrically-based or random grouping can--
    a. diminish existing cleavages;
    b. open up closely-knit cliques that are in conflict with non-members or have adopted norms which interfere with the learning process;
    c. "publicize" the attractive attributes of children with friendship problems; and
    d. manipulate the size of student groups for learning effectiveness.

Random Grouping

The original Project C.L.A.S.S. teachers picked students at random to form the groupings for many Project lessons. They drew names from a can of popsicle sticks kept on their desks. This worked so well that many of the teachers used the same technique for selecting teams, for assigning classroom jobs, and for other groupings.

Random selection provides a technique which provides teachers with a--

1. means to avoid accidentally creating groups which maintain existing friendship patterns;
2. means by which children accept unpopular classmates in their group since the drawing of names is openly done and the groups will be of short existence;
3. means of avoiding student pressure for inclusion of friends or exclusion of disliked children; and
4. means for quickly designating teams, leaving more time for an activity and resulting in less grumbling.

Random drawing of names provides students with--

1. assurance the selection is impartial and they too will get a turn;
2. opportunities to work or play with "stars";
3. relief of anxiety due to fear of being chosen last.

Two other random grouping techniques are having children locate their group members by matching colored slips of paper they have drawn and completing puzzles with jigsaw pieces which have been distributed.

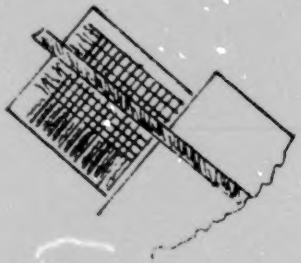
Sociometric Grouping

The Project C.L.A.S.S. lessons and management activities will be most effective if you can identify those children who have problems in the area of friendship and target them for special help. The Photo-Choice instrument is designed to identify children with friendship problems and is used as a basis for grouping children for specific reasons. It provides the teacher with a clearer picture of friendship structures that may be affecting the instructional program and functioning of the classroom. This activity should be done by the teacher or a reliable aide. We suggest that teachers administer the Photo-Choice survey to the class early in the year after friendships have become established (about the sixth week of class). By repeating it several times through the year, the teacher can identify any changes occurring in the friendship patterns and areas which need attention. Since the Photo-Choice takes about one hour, teachers of second and third grades may wish to use a more traditional form of sociometric survey. (For example, a class list could be dittoed with students instructed to put M by the names of three people they like most and L by the names of the three they like least.)

Directions for Administering Photo-Choice

1. Use polaroid pictures with faces approximately one inch square. Cut apart and paste on sheet of paper with space around each face and the appropriate name under each. (If commercial school pictures are available, mount and label them to save time and money.)

2. List the children's names along the left side (choosers) and across the top (chosen) of the class matrix. (See blank form at the end of this section.) Have another sheet to use as a mask. By starting at the bottom and working up, the mask covers other children's choices as well as helping you stay on the correct line. It is also helpful to place a strip of paper vertically to make sure you record a child's choice in the the correct square.



3. Ask one child at a time to join you at a table in a location sheltered from on-lookers.

4. Say to child:

   > "Let's pretend you are going to have some free time. You may choose just three people to be with you--three people you'd like best to be with. Which three would you choose?"

   When the child points to the three choices, put a plus mark in the box on the "chooser's" line under the "chosen's" names. Then say,

   > "O.K. Now, about which three would you tell me, 'No way--I don't want them to be by me!'"

   Put minus signs in the boxes showing these choices.

5. Thank the child and ask him or her to quietly send the next child on your list to you. (Remember to go from bottom to top.)

6. Allot fifty to sixty minutes for most primary classes. This is easily done while the other children are involved in individual or class activities.

Identifying Student Friendship Problems from Sociometric Data

	John	Suzy	Bill	Mary	Sam	Jane	Bob	Alice	Greg
John		+	-	+	-		+	-	
Suzy	+		-	+	-		-		+
Bill	+	+		-	+		-	-	
Mary	+	+	-		-			+	-
Sam	+		-	-	+	+		-	
Jane	+	-	-	+	-		+		+

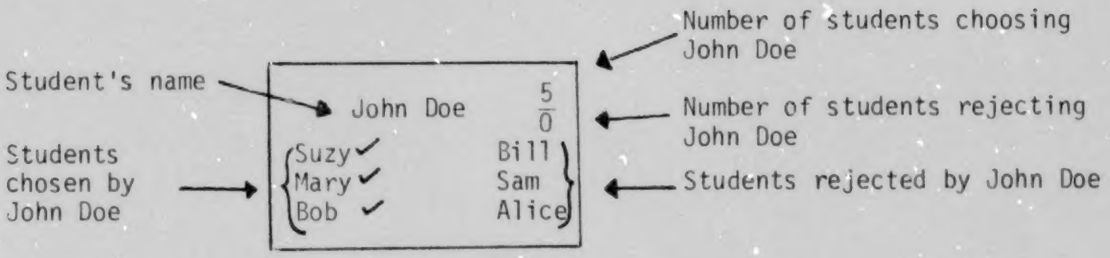
In the above sociomatrix, children chosen as "most liked" are indicated with a plus (+), and children chosen as "least liked" are indicated with a minus (-). If we read the matrix horizontally, we can see who each child chose as most liked and least liked. If we read it vertically, we can see how many times each child was chosen as "most liked" and "least liked." Children who receive five or more nominations as "most liked" are "stars" (e.g., John); those who receive five or more nominations as "most disliked" (e.g., Bill) are disliked students who may need special help, especially if they receive very few nominations as "most liked." Those who receive one or no nominations as "least liked" (e.g., Jane) are isolates. While they have few enemies, their lack of friends may result in their being unhappy. If they are unhappy being isolates (occasionally some isolates will have so many friends in other classes that they are quite happy with their position in the attraction structure), they may need special help and will benefit from the classroom management techniques discussed in the next section.

Sequential Grouping Guide (Vacha, 1979)

To set up groupings based on the data provided by the Photo-Choice or Sociometric Survey, use the matrix to fill out a 3" x 5" card for each student.

1. Put the student's name at the top.
2. In the right-hand top corner indicate the number of positive and negative choices received.
3. Place the student's three positive choices along the left-hand margin.
4. Place the student's three negative choices along the right-hand margin.

The card should look like this:



Number of students choosing John Doe
Student's name
John Doe
5
0
Number of students rejecting John Doe
Students chosen by John Doe
Suzy ✓
Mary ✓
Bob ✓
Bill
Sam
Alice
Students rejected by John Doe

Finally, using the matrix, identify all of the mutual positive and negative choices (a mutual positive choice occurs when Child A indicates that he likes Child B, and Child B also indicates that he likes Child A).

1. Indicate all mutual choices on each student's 3" x 5" card by placing a star or check by the name of each child who mutually chooses or rejects the student.

2. Separate the cards into piles, forming separate piles for students who received no positive choices, one positive choice, two positive choices, three positive choices, and so on.

To use this information to form small groups, use the following procedure:

A. Decide on the size of the groups you wish to form. As a rule of thumb, it is best to form groups of at least five to make sure that each child has at least one positive choice or mutual choice in his group and at least two or more people he neither rejected nor chose on the sociogram. Five to seven seems to be the ideal size for discussion groups; larger groups often break down into subgroups, and shy children are apt to avoid participation or be ignored in larger groups.

B. Separate all students who make negative mutual choices.

C. Try to avoid placing children together if one rejects the other. The goal is to form your groups so that no child is in a group with a child he rejects.

D. Start with the students receiving no positive choices and place them with at least one and preferably two of their choices.

   a) Try to avoid placing two students receiving no positive choices in the same group.

   b) Never place more than two students receiving no positive choices in the same group.

E. Next, consider children receiving only one positive choice.

   a) Place them with a mutual choice if possible.

   b) Place them with as many of their positive choices as possible.

F. Repeat the above process with those receiving only two positive choices, but be careful not to break up the groups already started unless you can meet all of the above criteria.

G. Repeat the above process with those receiving three positive choices, then with those receiving four choices, and so on.

  a) Do not place "stars" (students with more than five positive choices) with more than one of their mutual choices.

  b) Try to place the "stars" with no more than two of their positive choices.

Additional Considerations (Vacha, 1979)

If social cleavages exist (such as no or few positive choices between boys and girls, athletes and non-athletes, racial groups, good students and poor students, and the like), try to arrange groups so these cleaveages are diminished.

1. Make sure each group contains members from each social group in question.
2. But, make sure that each group that is "integrated" has at least two, but never a majority of, members from any one group.
3. For example, if there are few positive choices between boys and girls, make sure each group has at least two boys and two girls, and be sure that neither boys nor girls are outnumbered by a large number of the opposite sex. (If you "integrate" a group with only one member of one of the social groups or if one social group is grossly outnumbered, the "minority" members of that group are apt to become isolates or scapegoats.)

If you find one or more closely knit cliques (a group of children who make a large number of positive choices among themselves and/or many mutual positive choices among themselves, and few positive choices outside the group) and that clique is undesirable (e.g., they are in conflict with non-members or have adopted norms which interfere with the education process), treat them in the manner described for social cleavages (above). Do not try to "break up" cliques arbitrarily. Rather, try to open them up by placing two or three members in new groups for part of the day. If you send one member of a clique to a group, that individual is likely to become unnecessarily upset.

Grouping students sociometrically within the classroom can facilitate the development of a more positive classroom climate. Several methods are easily accomplished.

1. Grouping students in seating "islands" of five to seven desks that are changed every month or two provides:
    a. communication between children of each achievement level;
    b. an opportunity for each child to be with each member of the class;
    c. means to help prevent formation of cliques;
    d. opportunities to equalize communication, since shy children are more likely to talk in small groups; and
    e. contact for all children with "stars" who provide models for developing social skills.
2. Work groups for committees and projects have the advantages listed above. They also provide an opportunity to focus attention on skills an unpopular child may have that the other children value.

Jig-Saw Grouping

A special technique that was found effective in a study of the effects of cooperative classroom structures on children's behavior and self-esteem is that of jig-saw grouping (Aronsen, 1977).

We have suggested an adaptation of jig-saw grouping in the lessons for the twenty-ninth week of the program (Abecedarian, etc.). We suggest that second and third grade teachers look for areas in math, social studies, science, etc. earlier in the year that lend themselves to this type of grouping.

Jig-saw grouping provides the teacher with:

1. "counterpart" groups which may be homogenously formed to provide more efficiency in teaching and learning a specific task or subject.
2. "jig-saw" groups, which contain one member from each counterpart group. These groups provide a cooperative learning structure where each child is needed to teach the other group members his/her particular part of the lesson.
3. increased opportunities to provide cooperative conditions in which inter-dependence, positive feedback, support and successful experience can lead to generalized improvement in self-esteem and feelings of confidence.

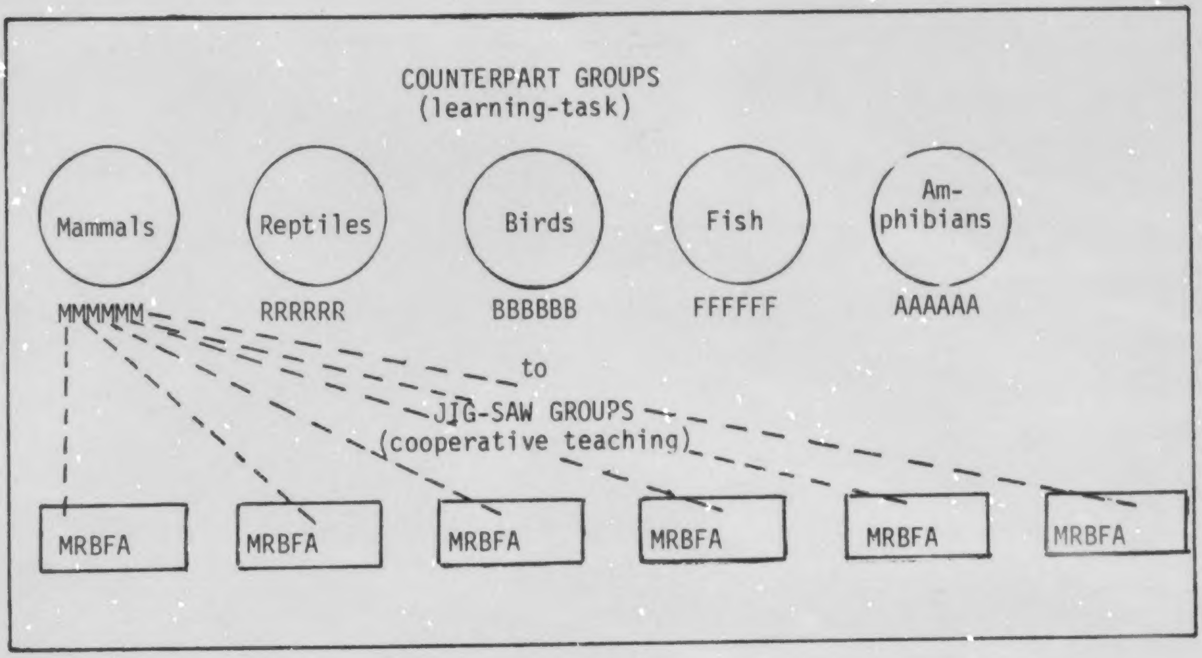
To form "counterpart" and "jig-saw" groups:

1. Decide on the number of learning segments necessary for the project.
2. Assign students to these groups randomly, by skills already

observed, or homogeneously (e.g., reading level) depending upon the material to be learned.

3. Teach each group its segment.
4. Assign each member of the "counterpart" group to one jig-saw group.

A grouping for the third-grade lesson "Vertebrate Virtusos" would look like this in a class of thirty children.


COUNTERPART GROUPS
(learning-task)
Mammals
Reptiles
Birds
Fish
Am-
phibians
MMMMMM
RRRRRR
BBBBBB
FFFFFF
AAAAAA
to
JIG-SAW GROUPS
(cooperative teaching)
MRBFA
MRBFA
MRBFA
MRBFA
MRBFA
MRBFA

Once assigned to a jig-saw group each member must teach the others his/her special segment. Only when this is done can the group accomplish its assigned task.

By combining random and sociometric groupings with special activites such as jig-saw groupings and other strategies designed to increase cooperation and facilitate communication, the teacher can greatly enhance the impact of the weekly lessons towards developing a positive social climate which supports academic effort and positive student self-concepts.

Using the Propinquity Effect

The use of random grouping, sociometric grouping and jig-saw groups all help initiate new friendships because they place students in close personal contact with classmates they normally do not interact with. This technique is especially useful if groups formed in the above manner sit together in small islands of desks for a good part of the school day. These children will then have ample opportunities to interact and become friends.

Using the Similarity Effect

Students must learn about each other if they are to discover similarities. Therefore, any activity that encourages students to disclose information about themselves will increase the likelihood that new friendships will be initiated. Many of the Project C.L.A.S.S. activities encourage self-disclosure, but these should be supplemented by discussions, sharing and any other activities that allow the students to learn about each other that the teacher can fit into the curriculum.

Establishing Helping Relationships

Some organized or formal system to create helping relationships should be utilized to help facilitate friendships. Perhaps time could be set aside each day for students to help each other with school work or projects. Another alternative would be to make a list of student "experts" who could be consulted by other students who need help. If enough categories of experts are created (e.g., make lists of coloring experts, jump-rope experts, kickball experts, four-square experts, etc. as well as reading and math experts), every student would have a chance to help others. Special times need to be set aside for consulting with experts. These or other peer tutoring techniques could be enhanced by having students do as much work in small cooperative groups as possible. Cooperative work involving a division of labor will engender a great deal of helping behavior.

The possibilities for facilitating helping behavior are practically unlimited. The important things to remember in using helping relationships to foster friendships are that helping must be encouraged and praised, time must be formally set aside for helping, and that students must be taught that helping others with their schoolwork is not cheating if done at the appropriate times.

Utilizing Competence

Helping students acquire skills, and, more importantly, helping students learn about each others' special competencies can help initiate friendships.

The trick here is to discover competencies that are valued by the students as well as those valued by teachers. Students are apt to be just as impressed by classmates who are especially competent marbles or jacks players or who can draw race cars or horses well as they will be by classmates who are particularly competent at academic skills. Once you discover students with any special competencies, try to arrange a lesson or activity that will allow them to demonstrate their competence and point out their special skills to the rest of the class.

Utilizing Cognitive Balance Effects

This technique can be used to strengthen the impact of the classroom management techniques already discussed. The basic approach is to use any of the above mentioned techniques by grouping or pairing an isolate or disliked student with students who are not isolates or disliked by their classmates. Students who have a moderate number of friends and are not disliked by many of their classmates are the best choice. They have enough other friends to allow cognitive balance effects to take place but are not so popular that others compete to become their friends. In particular, be sure to avoid the temptation to try to help two isolates or disliked students initiate a friendhsip. Such a practice precludes balance effects from occurring and makes interventions to facilitate friendships much less likely to succeed.

Helping Students Become More Attractive Persons

Some children will have acquired habits in dealing with others that make them unattractive. Some common examples are habitual use of sarcasm, verbal or physical aggression, "tattling" and the like. While these individual problems are beyond the scope of a group based program such as Project C.L.A.S.S., this program will be most effective if used in conjunction with more traditional individual counseling techniques. Wherever possible, children with bad habits should be encouraged to change their behavior through contracts, behavior modification programs and traditional "pull out" counseling sessions with the school counselor or psychologist.

Dealing with Friendship Norms

Sometimes a child is unpopular because the group has developed a norm that the student in question should not be included in friendship groups.

Perhaps the child in question had a bad habit such as those described above at one time or otherwise antagonized many of the students in the class. When such a norm arises, most children will avoid the student in question even if he or she has changed in such a way as to become more attractive as a potential friend. These norms can be troublesome because they often persist long after the reason for their adoption.

One way to deal with this problem is to have the class "brainstorm" their norms (this is necessary because these norms are usually unconscious) and then discuss whether they are fair or not. Sometimes the children will decide that these and other unconscious norms or group expectations are not fair and will voluntarily drop them. These discussions must be handled carefully because we do not want students discussing and listing all the reasons they dislike a particular child. Rather, the discussion should be approached in the context of a general discussion of why people sometimes dislike or are "mean" to others who do not deserve to be disliked.

COOPERATION

> When students work together within the framework of a cooperative goal structure, each seeks an outcome that will be beneficial to all other group members. The respective goals of the different members are linked together independently so that there is a positive association among all members' goal attainments.
>
> (Schmuck, 1979)

Learning to cooperate and learning within cooperative group structures are central to the goals of Project C.L.A.S.S. In "Assembly Line," children learn that one form of cooperation is to do one's part in a sequence of actions resulting in a finished product when the individual parts are not identifiable but essential to the whole. "Cartoon Coaches" uses a special technique of grouping and peer tutoring in which each person's teaching is essential to enable members of his or her group to complete a worksheet. "Stage-a-Story" and "Puzzle Partners" require planning and working in a small group to create a group product. Each of these strategies provides the teacher with a cooperative learning structure which can be applied to other subjects during the school day.

In which of these rooms would you assume the greatest amount of learning is taking place?

1. Each pupil is working quietly at his or her desk trying to be the first finished with a drill sheet before time is up.
2. Children are working individually with materials from kits or programmed materials. They raise their hands if they need the teacher and get materials as they need them.
3. Small groups of four or five students each are grouped around the classroom with some papers in front of them. They are talking together, raising questions, providing possible answers. Members go and bring back reference materials and other items as needed. The teacher may be asked for input at various times, or he may be working with one or two children on a needed skill.

Each of these scenes illustrates a classroom learning environment that is efficient for a particular type of learning. But, since the modes of competitive and individualistic learning have been most dominant in our educational systems, it is surprising to some people that a considerable amount of research has demonstrated that children using cooperative learning strategies show greater cognitive and affective gains in a wide variety of situations than those in competitive and individualistic modes.

The need for increased skills in the area of cooperation is readily seen when we look at the functioning of groups in our society as diverse as the nuclear family, community groups, governmental agencies, agriculture, and large and small businesses. Without cooperation in all its facets, important areas of our world break down. We find it strange that relatively little attention has been given to teaching in a cooperative learning structure and to defining with children the skills needed for effective cooperative activity. To the contrary, the emphasis in schools is frequently on doing most learning tasks individually or competitively. Children soon learn that helping each other may be considered cheating--even in a non-test situation. They discover that the pay-off in most classrooms comes from being the first to answer the teacher's questions and that collaboration with another can reduce their own chances. Those who know the answers often become rivals, and may consider others in their class as dumb or uninteresting. In turn, those who are unable to respond as quickly or correctly may become envious and verbally or physically aggressive toward the more successful students. Dislike tends to be created. When ethnic unfamiliarity is added, the problem is easily magnified.

Our verbal acknowlegement concerning the value of peer teaching--to both the pupil teaching and the pupil taught--is frequently abandoned in our fears that we will have less control, that the room may become too noisy for effective learning, or that we will be considered ineffective by supervisors who equate silence and lack of movement about the room with an effective learning environment. Yet there is evidence that an effective way to increase positive outcomes for students is to change from a competitive to a cooperative environment in the classroom.

We are not advocating turning the classroom into a hodge-podge assemblage of purposeless activity. We are stressing the need for a carefully structured program that includes teaching skills for cooperation and planning for small group cooperative learning. We do not suggest that a choice be made between attending to the individual child or to the group. We do feel strongly that the individual thrives best in a classroom which has a climate encouraging discussion, practice, and evaluation of the actions and attitudes needed for cooperation.

The cooperative classroom provides an environment in which children frequently interact with each other in groups that change from task to task. These experiences in working on shared tasks with responsibility for each other's achievements require prosocial skills which develop over a number of years.

Many of us have been trained in developmental psychology. We tend to assume that children of this age can cooperate only in limited terms. However, recent research and our experience with Project C.L.A.S.S. suggest that primary children can learn to work together cooperatively to an effective degree.

Cooperation cannot occur until the children acquire certain skills. Until recently, theorists assumed that all children move through a fixed, hierarchial sequence of stages in developing the skills needed for cooperation. Even so, they admit there are individual differences in rates of progress due to cognitive maturity, opportunities for peer cooperation and reciprocal role-taking, moral education, home life, and other environmental factors. (Piaget)

Increasingly, social-learning theorists have discovered attributes which are related to cooperation and other prosocial behaviors demonstrated at ages much younger than had been previously supposed. (An excellent discussion of recent research is found in Mussen and Eisenberg-Berg's Roots of Caring, Sharing, and Helping.)

These findings and our situational observations in classrooms make us comfortable with introducing structured cooperative learning tasks and activities in the kindergarten and building on them throughout the primary grades.

Children come to comprehend the social order most effectively by social participation. Our less-mature children are also learning by observation of the cooperative behaviors modeled by their more mature classmates. In planning the composition of work groups, our teachers consider these factors.

Project C.L.A.S.S. activities and strategies are planned to give children experiences which encourage growth in role-taking and empathy, in defining tasks, and in taking responsibility for completion of the task so that everyone in the group has a successful experience. We feel that there are several basic elements in this strategy.

First, the activities and lessons are focused on the children's actual inter-personal experiences. A "hands-on" activity is the primary type of lesson. Therefore, the children have personal involvement in the preliminary discussions of how they will need to cooperate to complete the task and what types of behaviors will be most appropriate. Following the lessons, they will have their own experiences to consider during the debriefing discussion. Both the participation in a meaningful activity and the verbalization concerning it are essential parts of the program structure. Repeated exposure to pertinent vocabulary, active involvement, and subsequent evaluation of the lessons is always based on the children's own decisions and actions.

If the youngsters have difficulty with a lesson, it is important for the teacher to analyze the process to discover the points at which the cooperative effort broke down. Role-playing alternative behaviors at that point, rescheduling an adaptation of the lesson, or selecting a supplemental activity from a previous grade level may provide appropriate practice.

Learning to function positively as a cooperative group member involves many behaviors. We have scheduled Project C.L.A.S.S. lessons as a means for teaching them. In teaching for successful cooperation, we also find that we are teaching for improved communication and we are providing opportunities for increased friendships. Activities from each of the three Project areas have a direct effect upon the other two areas.

Children are ususally quite aware of the social climate within their classrooms. While they may not label it in the same terms adults use, they know if they are comfortable and if they and their classmates are working effectively and getting along well together. They can identify the children who are not thriving.

Children who are taught in small-group cooperative situations are able to name the positive elements in their classroom. They perceive their peers as accepting and supportive. They feel accepted by their teacher and exhibit more positive attitudes towards school and the learning situation (Skon, Johnson and Johnson).

We are encouraged, too, by findings which indicate that children who have learned to work in cooperative group situations used those skills of problem-solving and working together with peers outside their own groups and in situations not structured by their teachers (Hertz-Lazarowitz). This is especially important to us since studies and observation have shown that knowledge of prosocial behavior is not a consistent predictor of prosocial performance.

Particular problems may arise when disadvantaged youngsters and more advantaged ones are placed together in a competitive situation. There may easily be greater problems between ethnic groups and a loss of self-esteem for the disadvantaged group. There are strong indications that small-group cooperative learning strategies such as Aronson's "Jigsaw" can diminish such school desegregation problems. When students discover that they need each other and are needed by each other to accomplish a goal, they tend to grow to like each other better. They find that they can learn from each other and that they prefer to help each other rather than to attempt to outdo the others. The empathy that develops increases helping behavior and decreases aggressiveness.

Although the affective outcomes of teaching cooperative skills and using small cooperative work groups for learning would seem enough justification for the time involved, there are also significant benefits derived in the academic area. Numerous studies have indicated that children have out-scored their traditionally-taught comparison groups in a wide variety of areas (Skon, Johnson and Johnson; Sharan; Hertz-Lazarowitz).

There are several threads that seem to run through the various cooperative learning strategies. Certainly the anxiety produced by competition, which may severely restrict learning, can be reduced. Whether an informal, small group is formed, or an intricately-structured model is used, the children become dependent upon each other for maximum success. There is a great deal of communication involved in planning, sharing ideas, questioning, teaching, summarizing, and evaluating. There is reward for helping the other group members achieve since one's own achievement is thus enhanced.

A list of the skills which have been more effectively learned in cooperative situations than in competitive ones include:

1) tasks requiring problem-solving skills
2) categorization skills
3) memorization and the retrieval of information from one's memory

4) language acquisition and more effective communication
5) mathematical reasoning
6) success in answering high-level questions
7) utilizing reflective thought and ability to predict the effects of one's behavior

(Johnson and Johnson)

There is also evidence indicating that high-ability children have benefitted as much when working in heterogenous cooperative grouping as they have when homogeneously grouped.

Parents and teachers who may wish to read further about the effect on academic learning by cooperative teaching structures will find studies listed in the bibliography.

We agree with Slavin's (1980) summary of recent findings that for academic achievement, cooperative learning techniques are no worse than traditional, and in most cases they are significantly better.

Cooperative behavior is clearly rewarding. A person who cooperates with us is giving us aid, listening to our ideas, making suggestions, and sharing our load. Since the emphasis is on all participants working together to accomplish a mutual goal, "losers" are virtually eliminated. The positive feedback from group members, combined with skills and abilities developed by helping teach classmates, will encourage increased self-esteem.

How better can we hope to establish student and teacher norms for behaviors leading to positive classroom social climate?

CLASSROOM MANAGEMENT TECHNIQUES

TO FOSTER COOPERATION

Strategies for Building Cooperation into the Classroom Day

1. Provide situations which require using skills needed for successful cooperative endeavors.

Cooperation involves many behaviors which, when combined, allow a group to work together for a common purpose. Only as these behaviors and skills are used repeatedly will they become a natural part of the students' behavioral repertoires.

The way we organize the environment may give messages counter to what we want. If children are placed in situations where every person has the same supplies, there is no need to share materials or to take turns. We suggest that classroom activities be structured occasionally so there is only one pair of scissors for two children or only one box of crayons for a small group of four children. It may be slightly less efficient at first because the children have to develop their own fair solution to the problem of "not enough to go around," but the process of coming to a resolution is an important experience.

2. Provide opportunities for groups to work together on a common task where cooperation is needed for successful task completion.

Three children sitting around a table doing individual assignments is a setting conducive to individual efforts. Children also need to be exposed to settings conducive to group efforts--to be asked to do something together, to make one thing, to complete one assignment, to work on one report, or to share their ideas in a small group discussion. Given such an opportunity, children learn to work together and to appreciate the contributions each person has made toward the group goal. For this successful experience to occur, children need to work together many times. Learning how to cooperate is a skill that needs practice. As their teacher, you can give students the chance to learn and to practice these developing skills in classroom situations that are part of the day-to-day curriculum activities.

3. Attend to and encourage students' spontaneous and cooperative efforts.

When students are working together nicely, teachers often use that time to leave them alone and proceed to more pressing matters. However, if you want these behaviors to grow and flourish in your classroom, you must occasionally stop to acknowledge and encourage these budding cooperative attempts. It is important to attend to cooperation not only as a complete behavior, but also to attend to the subpart skills that need to be developed and to the process of putting these skills together. Encourage students' attempts to share, to take turns, to recognize the contributions of other children in their small groups, to ask questions and help structure the tasks, and to listen to others in the group. Ask the children what skills they will need in order to cooperate successfully and help them understand what each skill is conceptually and behaviorally.

4. As a teacher, model cooperative behaviors and verbalize these behaviors as you perform them in group settings.

There are many instances during the day when a teacher can model cooperative behaviors. As you do so, talk about the ways in which these behaviors are an important part of a group task. Also talk about your feelings of satisfaction and pleasure when your cooperative behavior helps a group reach its goal.

5. Remember the importance of building a cooperative vocabulary as cooperative skills are developing.

The words we use can open roads and widen our vistas or our words can lead us down a narrow path. The potential of a word that we do not usually use in communications with our children lies in the direction that word gives to a thought or feeling. For example, think of the possibilities that exist when the word cooperate is used in communications with your student. You could be commenting on the presence or absence of cooperation. You could be asking for cooperation. Or you could be encouraging or praising cooperation.

When a word is not used, the contextual possibilities fade away. Plan to increase the use of other project words in communications with your children--words such as friendship...trust...appreciation...share...together.

6. Create cooperative board games and modify existing ones to reinforce positive social interaction.

Games can be used to foster cooperative behaviors instead of competitive ones. You can define winning the games as taking place only when all players have reached the goal, make cooperative game movers, write chance cards to require cooperative actions and reinforce cooperation, and devise cooperative rules. For example, a Star Wars game might have movers that fit together to form a spaceship when all players are finished or the rules for "Candyland" might be changed to require players to change movers periodically. Even having partners makes a difference in a game like "Concentration." We have included samples of teacher-made games and revised rules for commercial games in the supplemental lessons and activities portion of The Handbook. Try one or two and then share these ideas and your own with other teachers.

Games of this nature can provide an additional strategy for positive interaction between children who might ordinarily have trouble relating to each other.

Cooperative Physical Education

Traditional games and activities chosen to meet the mandated physical education requirements at the primary level are often highly-organized, goal-oriented, allow for a minimum of group participation, and reward a few (winners) while they punish many (losers). Games such as Duck-Duck-Goose, Kickball and Dodgeball all fit into this category. We often fail to view childrens' games as potential vehicles for group involvement and fun, peer acceptance and appreciation, or group cooperation and success.

Terry Orlick stresses the need for cooperative activities in The Cooperative Sports and Games Book when he writes:

> Cooperation is directly related to communication, cohesiveness, trust, and development of positive social-interaction skills. Through cooperative ventures, children learn to share, empathize with others, to be concerned with others' feelings, and to work to get along better. The players in the game must help one another by working together as a unit--each player being a necessary part of that unit, with a contribution to make--and leaving no one out of the action to sit around waiting for a chance to play. The fact that children work together toward a common end, rather than against one another, immediately turns destructive responses into helpful ones; players feel that they are an accepted part of the game, and thus feel totally involved. The result is a sense of gaining, not losing.

Physical education games and activities should be a dynamic part of the primary curriculum. When planning such periods, consider the following questions.

1. IS EACH CHILD INVOLVED? Whenever lines are necessary, be sure there are no more than six in each line.
2. HOW DO YOU CHOOSE TEAMS? Consider random selection rather than utilizing team captains. It saves time and ensures that the same child is not the last one chosen each time.
3. IS THERE ENOUGH EQUIPMENT FOR EACH CHILD? Waiting too long for a turn is an invitation to discipline problems.
4. DO YOU ENCOURAGE THE CHILDREN TO REWARD EACH OTHER FOR PARTICIPATING RATHER THAN WINNING? Peer encouragement for trying one's best can go a long way toward making sure that a child will try again. Simple applause can work wonders.
5. DOES EACH CHILD GET AN EQUAL CHANCE TO PARTICIPATE? Every child should get a turn before anyone else gets a second turn.
6. ARE THE ACTIVITIES AIMED AT DEVELOPING A SKILL? Consider such traits as positive encouragement, cooperation, and sharing as skills which need to be practiced.
7. DO THE GAMES AND ACTIVITIES REQUIRE MORE THAN STRENGTH AND ENDURANCE? Finesse and precision are also important skills.
8. DO YOU SELECT GAMES AND ACTIVITIES WHICH ALLOW FOR DIFFERENCES IN ABILITY LEVELS? Each child must be free to practice skills which allow for successful attainment at his/her level.
9. ARE YOUR GAMES SUCCESS ORIENTED? A feeling of "I did it" will reduce the feelings of frustration experienced by many children during physical education periods.

If you are able to select cooperative activities in which there are no losers and the final outcome is not important, the children will feel free to experience the joy of play and the excitement which accompanies a successful endeavor. When competition is necessary, keep it as low-key as possible. This gives children the freedom to learn a skill and not feel destroyed because they were not accomplished enough to help their team win.

For those of you who would like specific games and activities to alter the existing P.E. program, a good resource is the book cited above, The Cooperative Sports and Games Book--Challenge Without Competition, by Terry Orlick. While it is impossible to include each of the ideas from this excellent book, we have listed those games which have proven successful in our primary classrooms:

- Balloon Togetherness
- Blanket Toss
- Collective Blanketball
- Collective Hoops
- Cooperative Musical Chairs
- Cross Over Dodgeball
- Frozen Beanbag Tag
- Long, Long, Long Jump
- Square Ball
- Carry On
- Sticky Popcorn

Also included are cooperative adaptations of dodgeball, football, hide and seek, gymnastics, relay races, soccer, softball and volleyball.

Restructuring your P.E. program according to the above philosophy is a difficult task. It will require you to change many traditional attitudes about play and competition. However, our experience indicates that by making these changes, you will have a more exciting program and one in which each child is a dynamic and successful participant.

Informal Use of the Project C.L.A.S.S. Cooperation Assessment

While providing opportunities for your students to work in cooperative settings, you may feel a need for some type of assessment so you will have a better feeling for the amount of growth they have made. The Cooperation Assessment can be used informally as described below. You will be able to code only one group, but you can also gain some overall information by glancing at the other groups for a few seconds between each coding sequence. Discussion after the activity allows the children to identify the problems and successes they experienced and to suggest how they can work better together.

The assessment can also be used during lessons such as "Buddy Builders," "Geo-Pics," or "Puzzle Partners" to provide on-going information about your children's progress towards more cooperative behavior.

DIRECTIONS FOR COOPERATION ASSESSMENT

Have a box of materials (suggested list below) for each group of five or six students; a clipboard with a Cooperation Assessment form for each observor coding a group.

Boys and girls, we are going to do a special activity today. Each of you will work in a group of five or six children. In your group, you will take the stuff in one of these boxes and make something TOGETHER.

First, let's look at what a box has in it.

Hold up the items as you name them.

You will have:

1. a big box
2. a little box
3. an egg carton
4. a styrofoam meat tray
5. FOUR paper plates
6. FOUR styrofoam (or paper) cups
7. FOUR wooden popsicle sticks
8. ONE piece of paper (colored)
9. ONE cardboard tube (or juice can)
10. ONE roll of tape
11. ONE crayon
12. ONE pair of scissors

Now, let's put a number on each of you and make our groups.

Count children off from class role to get a random sample. Have another person stand at a work area and put a number on the back of each child named for that group, then move to a second work area and affix numbers, etc. Put the numbers used, or name of child at the top of each column on the assessment form.

I wonder what your group will make. Remember, all of the children in your group work on ONE thing. You will have to decide together what it will be. And, did you notice something else? How many scissors are there? How many roles of tape? How many crayons? Remember, that's all you can use.

We have a special rule for this activity. Don't touch anything in the boxes until the lights go off and on. Then you can begin. When the lights go off again *(15 minutes work time--do not tell the children)* you will stop immediately. Put down your things even if they are not finished and put your hands on top of your head. Are you ready? Remember, think about what you are going to do and make something together.

As the group works, observe each child in turn for approximately 10 seconds. Place a tally mark in the column corresponding to the child's number or name opposite the behavior that best describes what the child is doing during that interval. Go on to each child in turn. Mark only one behavior for the child being observed. Do not code any actions by children out of the observation sequence.

Repeat for the rest of the work period.

PROJECT C.L.A.S.S.

Cooperation Assessment Form

TEACHER____________________ SCHOOL________________ GRADE____ E or C

DATE______________ BEGINNING TIME________ ENDING TIME________ TASKS______

TASK ORIENTED BEHAVIOR							
GROUP interdependent, sharing gives information, answers questions, asks for information or materials, verbalizes pattern or structure of task, works on tasks, complies, cooperates, initiates							
INDIVIDUAL working alone experimenting with own product							
GROUP uncooperative demands, gripes, bosses, grabs, monopolizes materials, interferes, refuses to let go, unilaterally changes another's contribution, destroys							
INDIVIDUAL withdrawal, not working "goofing off"							
SOCIAL - EMOTIONAL BEHAVIORS							
POSITIVE encourages, accepts others' contribution, gives others recognition, asks for recognition same as above, non-verbally							
NEGATIVE ridicules, name-calls, interrupts, comments negatively disapproves, ignores							
OBSERVING BEHAVIOR							
watches group, non-participating							

COMMUNICATION

Two children work together on a block-tower, gesturing and talking excitedly as it begins to take form and grows tall. A youngster sits dejectedly in the corner--turns to another who sits down beside her and asks what is wrong. The boy crumples up yet another paper in despair as he is unable to write or speak of what troubles him. A small group laughs in response to an anecdote told by one of its members or grows serious as a problem is contemplated.

> "The limits of my language," Walter Loban has said, "are the limits of my world. Language is how I clarify what is on my mind."

Project C.L.A.S.S. recognizes the basic importance of language and communication. Communication is closely intertwined with the other two areas of emphasis--cooperation and friendship. Growth in one affects the others, and problems in one impedes progress in the other two. Thus, the factors we have considered under the topics of friendship and cooperation are also pertinent to communication.

There are two main emphases within the communication section of Project C.L.A.S.S. The first, to help children develop the many cognitive skills needed in addition to purely linguistic ones, is addressed through the goals of increasing students' abilities to initiate communication on topic, to respond appropriately, and to listen positively. The second emphasis is upon creating a pattern of communication within the classroom which involves all of the children in the same communication channels. Understanding the same communication channels enables children to participate more frequently and more equitably in small-group and classroom communications.

Brophy (1977) suggests that:

> children who communicate successfully must be able to separate relevant stimuli from irrelevant background, determine which attributes of stimuli are important, formulate a tentative message, evaluate this message to see if it sounds appropriate and is likely to be understood *from the viewpoint of a listener*, change or elaborate the message if needed, encode and transmit the message, and process feedback from the listener.

Our children in kindergarten and first grade are in the process of moving from the stages described by Piaget as pre-operational to concrete. While pre-operational, their outlook is primarily egocentric. They have not yet learned to view things from the perspective of other people, so that they necessarily see situations from their unique and self-centered views.

If a child is to be able "to separate relevant stimuli from relevant background" he must engage in frequent conversations with others. Project C.L.A.S.S. activities that use cooperative groupings provide some of the necessary opportunities. Providing students with many situations to work and play in small groups increases the number of times each youngster can legitimately initiate conversation. The responses to his comment may or many not be what he wishes. If not he needs to determine which parts of his message are important, reformulate the message, evaluate it to see if it is now appropriate and is likely to be understood _from the viewpoint of the listener_. He will again encode and transmit the message and be faced with processing the feedback from the listener.

This complex sequence of behaviors is what we do almost automatically. Having experienced perhaps hundreds of thousands of communicative events, we have learned to process the feedback we receive through verbal and non-verbal messages and to evaluate our efforts in the light of that feedback. We then decide to give up-- "not getting through" or "not that important"-- or we decide to try again since it is important to us that we be understood. If the feedback indicates that our message has been understood, we are validated in a sense and encouraged to go ahead with the communication or dialogue.

Our students have learned the linguistic structure of their language to an amazing degree. They started with oral language to name things, to make requests, to tell us how they feel. Their speech during play activities largely expressed what was on their minds, irrespective of the other person's communication. Gradually, they became more responsive to the other person and began to interact more often. Their level of responsiveness to each other fluctuates, however, and we may find they are still looking at things from a narrow point of view.

We have included the Project lessons "About Me" and "Many Parts of Me" to provide opportunities for children to describe things important to them and to hear of those things important to classmates. We hope our youngsters will have more information then that encourages them to initiate conversations that will be of interest to others.

Our older children still benefit from the lessons which focus discussion on likes and dislikes, similarities and differences. They are able, in addition, to engage in "recursive thinking." They can reason back and forth along a chain of events and are able to follow a cause-and-effect type of thinking. This more mature thinking is evident during the debriefing discussions at the end of each activity when they will probably express more complex attitudes and feelings and suggest more alternative actions.

As teachers, we need to remember the developmental levels of our children--recognizing that there are already wide differences--and we need to organize our classroom environment and schedules so that growth in communication skills is promoted.

Looking again at the quotation near the beginning of this section, we notice that a requirement for successful communication is ability to evaluate a message from a viewpoint of the listener. Being able to take the viewpoint of another person is generally referred to as role-taking. Role-taking is necessary to understanding the interaction between the self and another as seen through the other's eyes. Development of reciprocal role-taking ability implies an increasingly accurate perception of what another will do in a given situation, and specifically of how one's own actions will affect the attitude of another towards oneself. To develop this ability the child needs many experiences with others. As they recognize behavior differences, they will be more aware of the different points of view needed for effective communication. Similarities and differences among classmates are noted in several Project lessons.

A number of Project C.L.A.S.S. lessons focus on increasing children's awareness of classmates' opinions and preferences. "Superstar" and its correlating lessons highlight a single child for a period of time. As children listen to others share their responses to the lessons such as "Friendship Chain" and "Many Parts of Me," they become aware of things important to the other children. As "Secret Agents" or "Secret Pals," children try to decide on action that will be helpful and considered nice by their classmates. In "Adjective Attributes," children consider carefully which words best describe each other as they work in small groups. These lessons are planned to provide experiences which foster role-taking abilities.

In describing communication the Schmucks state that it involves "the human capacity to hear and to understand another's inner thoughts and feelings," and that "the most important psychological process inherent in human communication is empathy." Empathy is a concept closely related to role-taking. Again, the more often children are able to work in small cooperative groups where they are exposed to the give-and-take necessary in working towards a common goal, the more exposure they have to each other's perspective. The small group makes it more probable that they will be able to identify how the other members feel and will experience more freedom to be emotionally responsive. Certainly they will have more opportunities to talk, listen, and respond. They will have increased chances to evaluate their messages as needed and receive feedback.

The current movement towards more fully integrated schools often brings pupils from increasingly different backgrounds into the same classrooms. It may be difficult at times to develop communication channels which include all of the children. By providing many opportunities for children to work and talk with their classmates in random groupings and sociometric groups, the teacher enables them to develop common understandings. As pupils come to share the same communication channels they are better able to understand, predict, and adjust to the actions of classmates. If our students do not participate in the same communication channels, they will have little opportunity to understand the norms that function in other sub-groups or to establish common norms. They will experience the deafness described by Vygotsky--that of "any two people who give different meaning to the same word or hold divergent views." Since we expect that students from classrooms using small group learning strategies may have fewer cross-ethnic conflicts and more cross-ethnic helping behaviors, a number of Project C.L.A.S.S. lessons require small-group communication. Jigsaw and other small-group learning models have several advantages as instructional strategies which can help the disadvantaged child. During the counterpart section in Jigsaw, when children are learning the information they will later take to their Jigsaw groups, they can see the way a more articulate student formulates thoughts and ideas. Active modeling, feedback, and the rehearsing of material to be presented can take place. The teacher will want to be especially observant to ensure that the disadvantaged children are able to be contributing members of their groups. It is important for them to have equal status in the group if increased understanding and decreased tensions are to occur.

Children learn many of their communication patterns and skills by observing the behaviors modeled around them. The more significant the role the model plays, the more effective learning will be. Since teachers are important in the life of the child in primary grades, they exert influence through modeling desired speech patterns and open expressions of feeling. Feedback also has an important role in helping children learn specific communicative tasks. Modeling desired behavior in combination with feedback concerning the children's attempts at using it is particularly effective.

By structuring learning tasks in a cooperative manner, communication among pupils is enhanced. Group members are interested in both giving and receiving information since they all gain from successful completion of the assignment.

By encouraging open communication, we have also contributed to a new cycle of growth for

> Everytime I have an opportunity to express my thoughts to another human being--particularly if I am concerned to get my ideas across and they are relatively difficult to put together, I gain in power with language.
>
> (Loban)

CLASSROOM MANAGEMENT TECHNIQUES TO ENCOURAGE BETTER COMMUNICATION

Strategies for Increasing Communication Opportunities in the Classroom

1. Build on children's natural capacity to learn language by providing frequent opportunities for them to talk.

Children learn communication skills inductively, that is, naturally, through experience and in interaction with others. They need opportunities to experience participation in varied groups where they can use language for a range of personal, cognitive, and social functions. Encourage students to talk about a variety of topics in situations where they are free to experiment with different strategies for accomplishing their communication goals.

Communication skills, like skills in other areas, require many opportunities for practice before they become functional and easily available to the child. While a communication-permissive classroom also encourages some conversations which are not directly conducive to learning, the overall impact is supportive of the learning process.

2. Provide opportunities for children to talk with a variety of people.

Traditionally, classroom communication has most often been from teacher to child and from child to teacher. Increasing opportunities for child-to-child communication is a way to improve a variety of communication skills. As children talk with each other, they become more aware of each other's viewpoint and interests, helping them to tailor their words to meet different needs. Appreciation of each other is enhanced.

3. Use varied seating arrangements to facilitate the type of communication desired for different purposes.

Children in Room 1 are seated in rows, while children in Room 2 are clustered in seating islands. In Room 3, the seating arrangement this afternoon may be different from this morning's. Each of these teachers uses the arrangement which is most comfortable for her or seems to facilitate the classroom goals. We would expect that the teacher in Room 3 is aware of the different effects on interaction of various arrangements. When you wish to minimize interaction, the row arrangment is appropriate Pushing desks together in islands facilitates interaction, providing face-to-face arrangements which lend themselves to talking with one another and room between groups to minimize distractions. Maximizing student involvement in large-group discussion is best achieved with use of a hollow rectangle. You can minimize your role as controller of the discussion by sitting in the formation.

4. Use "The Mouth" and "Spider Web" procedures to insure more equitable speaking privileges.

Students listen better when they know they will have a turn to speak. By using these techniques throughout the school day, you can make sure that classroom communication is not monopolized by a few of your highly verbal children.

5. While encouraging participation by all, be sure you allow children the option of remaining silent.

Some children are uncomfortable speaking in front of the class and may choose to remain quiet even during small-group planning and activity times. James McCroskey (1980) suggests that as many as one young person in five may experience communication apprehension. Pupils who are anxious or fearful about communicating generally become quiet or avoid the situation entirely if they can. It is important to establish a classroom climate which provides opportunities and positive reinforcement for communication but does not penalize the quiet child. You may be able to make a quiet child more comfortable by seating him/her with children he/she likes for small-group learning tasks.

The Teacher as a Model

Research has shown teacher modeling to be an effective tool in the acquisition of communication skills. Within the classroom day, the Project C.L.A.S.S. teacher has numerous opportunities to influence the directions of students' communication patterns and to foster the goals of the project.

FEELINGS Be willing to model various interpersonal skills and to verbalize your thoughts and feelings as you do. Show the children how to express appreciation, interest, liking, and concern for other people. Verbalize your thoughts and clarify your feelings as you do certain things. As adults, we take many of these behaviors for granted, but they need to be highlighted for children--especially for those having difficulties developing effective social skills.

COURTESY You can remind your students one-hundred and one times to remember their manners, but your reminders will have more impact if they hear you saying "please," "thank-you," and "excuse me" to your co-workers and to the children. In a classroom where courtesy is natural and spontaneous, a child learns manners easily.

COMPLIMENTS/POSITIVE STATEMENTS Through experience in Project C.L.A.S.S. activities, we hope children will become more positive in their interactions with each other and will appreciate and give recognition to the contributions made by their classmates. In addition to participating in such activities, our students need to see the important adults in their lives take time to compliment and give recognition to others. In a Project C.L.A.S.S. parent newsletter, Joan Coburn suggests "Ten Ways to Be More Positive." We feel these same reminders are relevant for us as teachers in our day-to-day classroom communication.

1. Don't be negative. You don't have to point out every mistake, misbehavior, misattempt or misery that occurs. Let some things go by.

2. Compliment the beginning of a behavior:
   "That's a good start."
   "You're on the right track now."

3. Compliment along the way.
   "You're making quite a bit of progress towards your goal."
   "You've learned how to _____ and _____. Now you can move on to the next step."

4. Compliment the completion of a task. Don't become so caught up in the next thing that needs to be done that you forget the achievements already accomplished. Recognize and appreciate what has been done.

5. Try to be specific with your positive comments. Describe what you see, for example:
   "I see all the toys have been picked up. The family room looks great."

6. If you've been working for a particular behavior to stop and it does stop, make a positive comment about its absence.
   "I am so happy. You are on time everyday. What an accomplishment!"

7. Model a vocabulary of adjectives that describe positive accomplishments.

   "Thank you for waiting for me. That takes patience."
   "Look at the way you have arranged your books on the shelves. That's what I call organization."

8. Tell someone else something positive about your child within listening range of your child.

   "Mom, I have something to tell you. Tracy has learned how to ride her bike. She kept trying and trying and pretty soon, I looked out the window and there she was, riding down the street all by herself."

9. Don't take good behavior for granted. Show appreciation for all the common, ordinary, day-to-day behaviors that you can count on from your child.

10. Pat yourself on the back once in awhile. Being positive is not only something that benefits your child. View yourself in a positive manner and give yourself some deserved recognition for the job you are doing as a parent.

Purposeful Language Experiences

The practice of "sharing time" in many classrooms has been used to meet a multitude of objectives. However, traditional "show and tell" opportunities often include only a few participants in a given session. This tends to cause inattentiveness by non-participants. The activities suggested below are alternatives to "sharing." They provide practice in both verbal and non-verbal communication as well as encourage participation by all class members.

If these group communication sessions are scheduled on a regular basis, the following goals should be accomplished.

- To increase students' abilities to respond appropriately and/or initiate communication on topic.
- To increase students' abilities to listen positively.
- To increase students' abilities to participate with greater frequency and more equitably in small group and classroom communications.
- To encourage students to appreciate the contributions each member may make to a group.

KINDERGARTEN-FIRST GRADES

Encourage complete sentences, creative oral language, and group participation with daily sentence completions. At the kindergarten level, it is important to begin this experience by merely repeating a short sentence. Give children a week or two of daily practice repeating such sentences as:

1. Good morning, (teacher's name), I am here today.
2. This is my friend, (friend's name).

The early stages of this oral language experience should stress voice quality and volume as well as accurate repetition. Time for this activity should be scheduled early in the child's day and not be viewed as a "filler." Adequate time must be allotted to allow for hesitation, repetition and encouragement of each speaker. All children in the class should be encouraged and given the opportunity to participate, but the choice to "pass" must always be allowed.

Suggested sentence starters:

I am happy when...
I'm glad I can...
I'd like to introduce my friend...
The best thing about kindergarten is...
I really get angry when...
I like to hear...
If I had $10.00, I would...
I have the most fun when I...
Someday I want to...
I wish (teacher's name) would...
I wish I could...
I like the kids who...
My friend (friend's name) and I like to...
I am frightened by...
When I'm alone, I...
On Saturdays I like to...
I am proud of...

As the year progresses and children feel more comfortable with the format, you may wish to give less structured sentence starters such as:

We...
I...
If we...
Sometimes...
The other day...
When I...
I wonder...
I know...

SECOND-THIRD GRADES

It is often assumed that because second and third graders usually talk so much, they do not need consistent practice in communicating verbally to a group. This is an incorrect assumption. A child must be taught correct posture, volume, pacing, and to limit distracting movements.

As with the younger students, regularly scheduled practice is essential. This means daily or two or three times a week, depending on the format of the activity. An equitable system (rotation, random selection, etc.) should be devised so all members of the class will feel included.

Below are some possible starter statements. These should be modified to meet the specific strengths and weaknesses of your students.

Describe your favorite place without naming it.
Tell about something you can do that makes you proud.
Teach a skill to the class.
Describe a perfect day.
What will be the best thing about (sixth) grade?

Another effective language experience is one which incorporates critical thinking and problem-solving skills. Pose one of the following problems to your students and randomly select several students to offer alternative solutions.

- You are a new person in class. What will you do the first day to make a friend?
- You see the person sitting next to you cheating on a math test. What will you do?
- Your best friend tells you she/he does not want to go to Magic Mountain with your family.
- A friend is not a good sport at the soccer game.

More suggestions for grades K-3:

- What do you think you would do if there were no television?
- Describe what you are sure you do not want to be when you grow up.
- Talk about yourself. Tell what you like to do, what your pets are, who your friends are, what makes you happy or angry.
- Think about three things you like about yourself. Rank them in order of importance to you and share them with the group (may need a think-and-write period first).
- Tell something about yourself that you think makes you different from other people in your class.
- Teacher brings a piece of bright-colored thick yarn (36"). Tell the children to use their imagination to see how many different kinds of things can be done with just this one piece of yarn. (Other objects could be used for this same type of activity as an introduction to the art of brainstorming.)
- Spend the session talking about one child in the class who stands "in the spotlight." (This child could be the "student of the week," someone who needs positive peer reinforcement, or a name drawn randomly.) What do you like about (student's name)?
- Children ask a question of the person on their left.

  Examples: What makes you happy, sad?
  What's your favorite thing?

  After this mini-interview, they share their new-found information with the rest of the group.

- Pretend you are going to meet (someone important such as the President, Superman, etc.) Each of you will introduce the person on your left to him/her. You must first "interview" your classmate to find out why she/he would like to meet (the celebrity). Then you would say, "Mr. President, I would like you to meet my friend (friend's name). She/he wants to meet you because...

- Show a picture and have each child react to it. Why are the children happy or sad? What will happen next? Tell something about the girl, boy, animal, etc.

- Describe a concrete object such as a can opener, brick, ice cream scoop, etc.

For a change of pace, the daily purposeful language experience could be non-verbal. A few examples are:

- Today we are going to act out some things we can do well. After each person, we'll try to guess what your special thing is and talk about it.

- What would you like to be when you grow up? Act it out and the class will try to guess.

- Give children a noun to react to. Act out feelings or use your face to show the group how you feel about:

  school
  rain
  friends
  boys
  recess
  girls
  love
  swimming

Using the Project C.L.A.S.S. Communication Assessment

Informal use of the Project C.L.A.S.S. Communication Assessment* may be of interest to you as a way of monitoring your own perception of children's participation in group discussion. Ask an aide, parent volunteer, or another teacher to fill in the assessment form while you are leading a discussion. It might be interesting to use one of the columns to tally your own communication behaviors during this period also. If your class has matured enough to hold small group discussions independent of your leadership, you might want to record the behaviors of members during such a small group discussion.

PROJECT C.L.A.S.S.

Classroom Learning to Attain Social Skills

DIRECTIONS FOR COMMUNICATION ASSESSMENT

Following an activity such as the one in the Cooperative Assessment, divide the class into two sections for discussion. Ask a teacher or aide to take one group to another location for discussion. Include the children in the observed group(s) plus enough others to make a sample group of fourteen or fifteen. Have the children sit in numerical order, preferably in a semi-circle on the floor. If this is a formal evaluation, the evaluator who gave the instructions for the Cooperation Assessment leads this discussion while the second evaluator codes the Communication Assessment forms during the ten minute discussion. Each child is coded in sequence for the duration of the discussion. Do not code behavior heard or observed when you are not focused on a particular child. Keep a smooth rhythm in your cycles of coding.

Boys and girls, I saw some interesting things happening in your groups while you were working. We have some time now to talk about the activity you just did.

Some suggested questions are listed below. You may find it difficult for the children to manage a discussion for the full ten minutes. It is important, however, to code the group for that length of time since you will also be coding for ten minutes during the post-test.

Maybe one of you would like to start by telling us about your group.

How did you work together?

Do you remember the instructions I gave you?

Did you think about one thing to make together and decide on it?

How did you decide?

Was this job easy? Hard?

What were the hardest things? Did you figure out how to work together anyway?

What were the best things about this job?

Would you like to do it again?

If we could do it again, what could I bring to make it better or easier?

How many ways did you cooperate with each other in your group?

Does anyone want to describe what you made?

PROJECT C.L.A.S.S.

COMMUNICATION ASSESSMENT

TEACHER__________________ SCHOOL__________________ GRADE____ E or C DATE________

BEGINNING TIME________ ENDING TIME________ TASKS________________________

RESPONDS
1. appropriately
2. inappropriately

INITIATES
3. on topic
4. off topic

LISTENS/WAITS
5. positively - hand up, listening, attending, waiting
6. negatively - self-stimulating, attending to distractions

ADDITIONAL CLASSROOM STRATEGIES

Building a Cohesive Classroom

In Project C.L.A.S.S., we focus on children being with other children, and we focus on the classroom as a group situation. But children cannot nor do they want to be with other children all the time. We respect the uniqueness and individuality of each child and provide opportunities for students to work individually in other school programs. Throughout their lives our children will be asked to function in group endeavors and in individual endeavors. Our responsibility is to give them the skills and the self-confidence to handle both situations successfully.

The three group processes areas around which Project C.L.A.S.S. revolves --Friendship, Communication, and Cooperation--and the activities developed to improve skills in each area are all necessary for building a positive classroom social climate. As you provide opportunities for children to make friends, improve communication skills and learn to work cooperatively, you will find your classroom group also becomes more cohesive. In cohesive classrooms, students value their classmates, are involved with and care about one another, try to help one another, and are proud of their membership in the group.

Many Project C.L.A.S.S. lessons contribute to classroom cohesion by helping students develop strong mutual positive feelings toward as many classmates as possible. It is not necessary that each child be friends with every other child in the class. What we must strive for is each child having a few friends who, in turn, have other mutual friends in the group. Once this web of friendships is established, all that is necessary is for the group to become effective in dealing with problems requiring cooperation and for the class to develop a strong identity of its own. Numerous lessons and suggestions for building cooperation into the classroom day help build cooperative skills. The following strategies should help your class build more cohesion as well as develop attitudes important to the success of Project C.L.A.S.S.

Children will become more aware of membership in a class if references to the class as a unit are made. Each child will devleop the attitude--

I AM PART OF THIS CLASS.

1. When appropriate, try to use words and phrases which refer to the unity of the class group such as we, our, together, and all of us. This is especially important in combination classes which begin

the school year with natural cleavages between the grades.

2. At the beginning of the school year, discuss the fact that we ARE a classroom group. A bulletin board could reinforce the ideas presented in the discussion. The bulletin board would depict each child in the class while stressing the concept of being together as a group. Examples would be:

    - Each child's name is written on a colored circle. Strings are attached so the circles become balloons. All the strings are gathered at one point.
    - Small individual pictures of class members, teacher, aide on bulletin board called "Our Team." (Teachers and aides are coaches.)
    - "Family" or "Class" tree with leaves for each student.

3. During the year, question posed during regular classroom discussions should remind the students of the unity goals of the class. An example would be, "What did we do to make sure everyone had a turn to talk?

4. Bulletin boards and class displays could include titles such as: "We are proud of our work," or "Our class works together."

5. Set up a pen pal exchange with a class in another school. If possible, meet later in the year for a picnic.

6. Find something the class does better than your previous classes and tell the class repeatedly how good they are in that area. Be specific with your praise such as "This class is the most artistic class I've ever had."

7. Play a game with another class, even with another grade. Each third grader would take a first grader as a partner.

Children will become more aware of the unity of their classroom group if records are kept regarding their common efforts and activities. They will develop the attitude--OUR CLASS DOES THINGS TOGETHER.

1. When possible, take pictures of the children participating in class events. Display the pictures on a bulletin board. Later, place the pictures in a scrapbook.

2. Keep class records and copies of awards in a class "brag book."

3. Keep an oral class record of classroom events with a group tape recording.

Encourage the children to recognize and support the worth and achievements of individual class members. By doing so, children will realize that EACH

MEMBER OF OUR CLASSROOM GROUP IS IMPORTANT.

1. Ask for applause from others when a classmate or team does something special.

2. Have awards ceremonies--for perfect papers, neatness, clean desks, lost teeth--anything to recognize how special classmates are.

3. Randomly select the name of a child to be "class friend for the day." Each member of the class makes a special effort to be nice to that child.

4. Acknowledge the birthdays of classmembers. A few ideas from Project teachers which added new zest to this tradition are:

   - A birthday bulletin board with popsicle stick people becomes a permanent reminder. For each month, the birthday "students" are removed from the bulletin board and placed on the calendar.
   - An advertisement wishing each student Happy Birthday can be placed in the weekly community advertiser paper. The greetings from classmates of the birthday student.
   - A permanent birthday cake is made special when the student's birthday candle is placed on the cake for the day. To remind us of the coming event, a smaller cake appears on the date of our calendar.
   - Make a special "birthday crown" for the birthday person to wear.
   - Give the birthday person special privileges for the day such as choice of games or being the leader of an activity.
   - Be sure to pick a special day for children with summer birthdays.
   - Sing to the child on his/her day. If it's on a weekend, sing on Friday or Monday.

The natural occurrence of students entering and leaving a classroom group requires adjustments for students. Children should develop positive attitudes concerning these occurrences--WE ARE SAD WHEN OLD FRIENDS LEAVE US and WE ARE HAPPY TO MAKE NEW FRIENDS. Some ideas for making the new students welcome are:

1. Appoint a special friend to guide the new student through the day.

2. Ask someone to give the new student a tour of the school, pointing out such important places as the restrooms, nurse's office, etc.

3. Ask someone to introduce the new student to the school secretary and the principal.

4. Make sure that the first few recesses are not times of uncomfortable isolation for the new student. Ask someone to include the student in their play groups. Remind that person to explain the playground rules to the new student.

5. Have someone explain the classroom rules and the school rules to the new student.

6. Ask someone to guide the new student through the lunch-line procedures and then join the new student for lunch.

7. Give the new student a tour of the classroom, explaining the general rules, the procedures for obtaining materials, where the free time activities are, etc.

8. Ask each member of the class to introduce himself/herself to the new student. They might add a statement about themselves in the introduction, such as something they like to do.

9. Ask the new student to tell about his/her previous residence. Locate the place on a map and mark the place with a pin.

10. Let the student sit with his/her special friend for one day before you assign the new student to a permanent seat. This will allow the new student to have a seating partner for one day that can explain the classroom goings-on as they occur during the day.

11. Ask the student to tell about a favorite game that he/she enjoyed playing at his/her previous school. If the children do not know the game, have the new student teach it to the class so that all can play.

12. For a language activity, ask the students to draw a picture of something they like to do. Have them write their names on the picture and write (or dictate) a statement telling what they have shared. Put the papers in a book entitled, "My New Class" and send it home with the new student.

13. Make a point to conference individually with the child during his/her first day in your class.

14. Keep copies of all your important notes home. At the end of the day, send a packet of these home with the new student. It will bring the parents"up to date" on the procedures and activities of their child's new school.

15. Ask someone who lives nearby the new student to act as a special guide to make sure the student walks home the correct route or gets off at the right bus stop.

16. Take a few minutes to phone the new parents and share how the day went for their child in his/her new classroom group.

17. So that classmates will remember the new student, begin the next day by greeting him or her by name.

18. Set aside a special place in the room for a Welcome Wagon box, pail, or basket. Stock it with paper, pencils, crayons, etc. The special friend to the new student, teacher or aide can see that the new class member has supplies to work with. This way he/she will feel like a part of the class on the first day.

Some ideas for remembering our old friends who have left us:

1. For a writing activity, ask your students to write a note to their old friend. These can be sent with the Cum Folder to the new school.

2. Have the children cooperate on a common card or picture which is sent along to the student who has moved away.

Children will be more aware of their strengths as a class if other people encourage and support their group efforts and then realize OUR CLASS IS RECOGNIZED BY OTHERS.

1. Ask visitors to write notes to the whole class.

2. When the group has achieved some group goal, invite parents and school personnel to observe the children's effort.

3. Have the principal and other school personnel visit the classroom group and make positive comments about the group.

The children should also develop the feeling that OUR CLASS HELPS EACH OTHER. We contribute to our school and to our community by participating in class activities which make worthwhile contributions to others. Through this type of participation the children will feel pride in their classroom group membership.

1. Class projects to make the school a better place, such as "clean-up" day where the students make posters reminding the student body of the importance of keeping our school clean. The students could spend some part of the day picking up litter.

2. Decorating a bulletin board in the office or in the cafeteria.

3. Class projects to help someone else such as tutoring in other classes; organizing and playing games with younger children; sending Valentines to children who are hospitalized; gathering items for a Christmas basket; organizing a training program for another class where the classmates teach some skills to the younger children such as throwing and catching a ball.

4. Have school beautification projects. Clean up litter (by groups) and have a weighing ceremony, photograph all participants in a group and mount it in an office window.
5. Start plants in classroom, transplant to school ground flower bed. Maintain the plot by watering and weeding.
6. Teach a song or dance to another class.

Children will value membership in a classroom group if they see that the group can discuss and work towards resolving problems or reaching decisions that concern the group. Students will feel more competent if they believe WE CAN SOLVE OUR OWN PROBLEMS AND MAKE OUR OWN DECISIONS. They need to be able to:

1. Develop rules/strategies to solve problems.
2. Have the group work together to figure our how to share things that are popular or in short supply.
3. Allow children to figure out how to share courts and playgrounds with other classes. They may even be able to negotiate with the members of other classes.

Children will participate in a classroom group if their ideas concerning the group are sought. They will believe WE CAN MAKE OUR CLASS A BETTER PLACE FOR ALL OF US.

1. Have discussions soliciting student opinions regarding the physical appearance of the classroom.
2. Keep a suggestion box available.
3. Have a regular time for class members to share opinions on class happenings.

Children will learn to cooperate and feel good about their classroom group if they see the products of group efforts. Students should believe that WE CAN PLAN AND CARRY OUT CLASS PROJECTS.

1. Build a project together--such as one big papier-maché animal.
2. Plan a song or short play for the P.T.A. or a student body program.
3. Plan a project for the school. One class earned money to buy a tree for the school. They then sang a song at the planting ceremony with other classes as spectators.

By planning and participating in class events, children will grow more cohesive and positive in their relationships. They will truly believe WE CAN HAVE FUN TOGETHER if they are able to take part in parties, field trips and ceremonies. One of our teachers creates a week of suspense and excitement when she brings in a beautifully wrapped present to the classroom Monday morning. Who is the present for? It's for all the boys and girls in this class. It is something we can all play with and use together. During the sharing or discussion time for the next four days, the children are encouraged to make guesses as to what may be in the present. All ideas are faithfully recorded. On Friday, the present to the class is opened. In it is something that all the children can use when they play together. It may be a new ball, jump ropes, popcorn maker, or a new game.

Teacher Observation--Informal Classroom Diagnosis

Observation of students during class activities or during recess can provide much information about the friendship, cooperation, and communication structures in the classroom. Those times, which offer students the most freedom in choosing their own activities and children they want to work or play with, are often revealing to the teacher who is watching closely.

When watching for evidence of friendship structures, try to be alert to the presence of isolates. An isolate will usually stay near the teacher, stand by the building, go to the library, or find some other secluded place on the playground or within the classroom.

The student identified as disliked or as a scapegoat also needs careful observation. Perhaps that child is lacking a skill valued by the class or is unwittingly antagonizing other students by a violation of their taken-for-granted norms.

Be alert to any conflicts or potential conflicts that may involve a number of students and strain or disrupt friendships. You may discover areas in which you need to focus additional lessons. You may also discover that disruptions attributed to the personality or behavior of one or more children are a result of violations of some taken-for-granted norms. These may involve conflicts between students violating student norms or a conflict between student norms and those of the teacher.

The amount of cohesiveness within a classroom group is revealed openly on the playground. If many students prefer to play with children from other classes, the level of cohesiveness is low. If cleavages exist, you will see them in the groupings repeatedly being formed. If cohesiveness is high, membership in the class will guarantee a place in classmates' games or activities during recess and classmates will defind each other when bullied by an outsider. The levels of communication and of cooperation can also be assessed by observation during the school day.

A number of questions can be used to focus your observations. They will help you get information concerning progress or problems within the class in Project areas.

What about friendship patterns?

. Which children are invited to join games and activities most often, and which are welcome to join ongoing activities? These may be the classroom "stars."

- Which children often play alone or move from group to group? Are these your isolates, scapegoats, or disliked students?
- Do you see pairs of children who seem to be happy and involved only when playing or working with each other? While you will want to give them opportunities to interact with others, you will want to recognize they may be quite happy spending their time with a single friend.

Is the communication network shared?

- Are there some talkers who most often contribute to discussions in the room or on the playground? Any who are discouraged from participation?
- Who acts as the spokesperson when children must deal with adults?
- Are feelings and opinions discussed only on the playground and not in class?

How well do these children cooperate?

- Are some children always bossed around?
- Do some children usually get the others organized; choose the games or teams?
- Do some youngsters seem to have more empathy towards their classmates?
- Do some children usually work alone; often become involved in disputes when working or playing in a group?

Is there a cohesiveness within the class?

- Is membership in the class a guarantee that most students will be allowed to join their classmates in recess games and activities?
- Do you see one or more groups of children who play exclusively with each other? Is it due to shared interests or desire to avoid contact with other classmates?
- Do boys and girls play together; members of different cultural groups?

When you take time to observe and note the answers to these questions and others that occur to you, you will have a feeling for growth that has occurred and for areas you need to emphasize. Take time to go over lessons you may have done that can be adapted to provide more practice on needed skills. Look through the lessons for earlier grades than yours. They, too, are a source of activities to use in prescribing for the special needs of your class.

STUDENT PERCEPTION SURVEY
INSTRUCTIONS

During the school year you may want to receive feedback from your pupils concerning their impression of the classroom social climate. By using the Student Perception Survey at intervals (e.g. late September, January, April) you will be able to note areas of improvement and those areas on which you may need to spend extra time.

INSTRUCTIONS

Before administering the Student Perception Survey, prepare a chart and jars to use as illustrations. Put popcorn kernels in each of five jars (one-pound peanut butter jars, for example) so that one is full, one is mostly full, one is about half-full and one with only a small amount and the fifth jar is empty.

Plan a chart so that the real jars stand in front and just below the pictured jars. It must be large enough to be clearly seen by all of the children. See attached illustration.

Instructions for administering the survey:

"This year your teacher and your class are participating in a special project. To make school the best place possible for each child, we need to know how you feel about your classroom."

"We call this a survey. It gives you a chance to tell us what your opinion is--what you think about things. There are no wrong answers. The answer that shows what you think is the right one for you. Let's try something. What is your favorite kind of ice cream? *(Choose a child.)* O.K. That's your opinion. What about you? *(When you get different answers, go on.)* " *Child's name* thinks *ice cream flavor* is best and *name* thinks *flavor* is best. Is one of them wrong? No. Each has a different opinion and his/her answer is right for him/her. This is a secret survey. Not even your teacher or your classmates will see your answers. To keep the secret you will not tell anybody else what you are writing down or look at your neighbor's paper."

Now, I'm going to tell you how to mark your papers. Look at these jars. The first one is full of corn kernels. All the space is full. Look at the next one. Most of the jar is full. The next jar is About Half full. There is only a small amount in this one--Not Many kernels of corn, and None at all in the last one. We'll leave this chart up to look at if we need it while we are marking our papers."

"But first, will the _____ graders in this room stand up? That's right. All of you are standing. If I say, 'Children who work together...' and you think, 'Yes, all of them do in this class,' you will mark the jar that is All full. You may sit down."

Choose a set including most of the children and demonstrate by having those children stand up. Refer to the jar that is Mostly full. Continue with groups illustrating About Half, Not Many, and None. In each case, relate the group of children standing to the appropriate jar.

"Let's try the first two questions together. First, put your name on your paper....."

"Find the row with one star on it. Put your marker under the row. Listen. 'Children who like to work together.....' "If you think all of the children in this class do, put an X on the jar that is All full, like this *(demonstrate)*. If you think Most of them do, put an X on the jar that is Mostly full. If about half of the children in this class like to work together, mark the middle jar About Half. If Not Many do, mark the jar with not many kernels of corn, and if None like to work together, mark the empty jar with no kernels of corn in it at all. You should have put an X on just one jar to show us what you think. If you make a mistake and marked the wrong jar, you can scribble that one out and mark the one you want."

"Are there any questions?"

Proceed with the second sample question, checking for understanding of the marking system.

"Good. Now we are ready to start the survey. Listen carefully to each question, decide what you think about it and mark ONE jar. Remember, this is a silent, secret survey about your own class."

"Put your marker under the row with the Number One. Listen ......"

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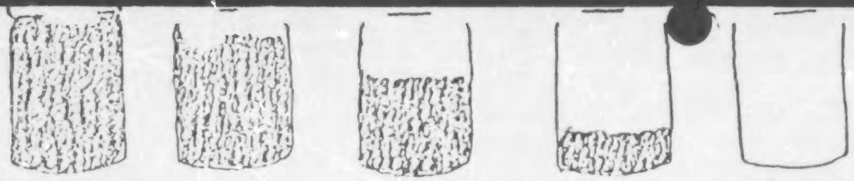
* Children in your class who like to work together...

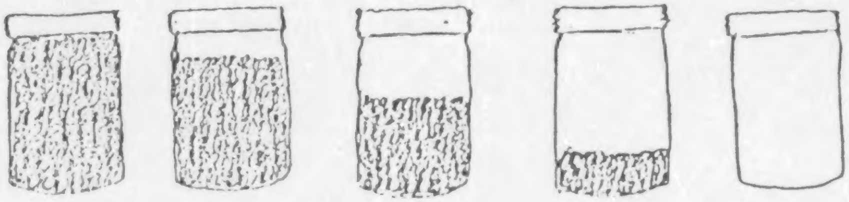
THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL work together; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.



All Most About Half Not Many None

** Children in your class who help each other...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL help each other; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.



All Most About Half Not Many None

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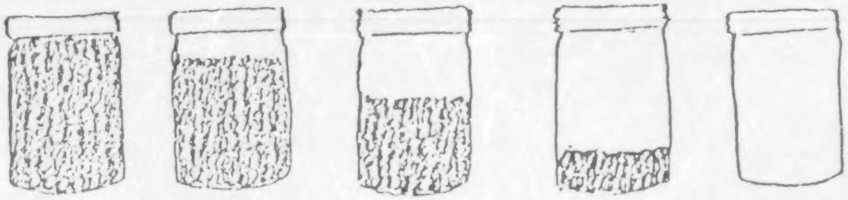
1. Children who take turns...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL take turns; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.



All Most About Half Not Many None

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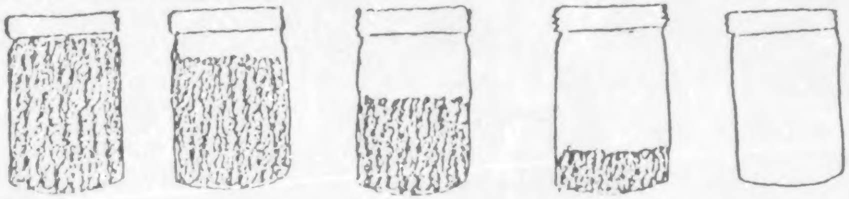
2. Children who have friends...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL have friends; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.



All Most About Half Not Many None

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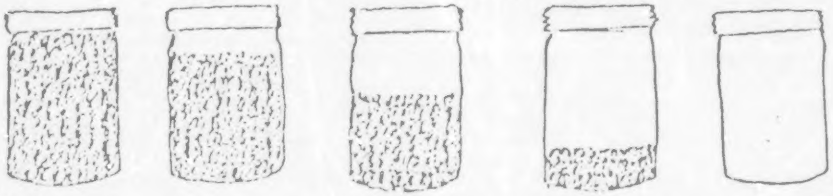
3. Children who say nice things to each other...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL say nice things to each other; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.

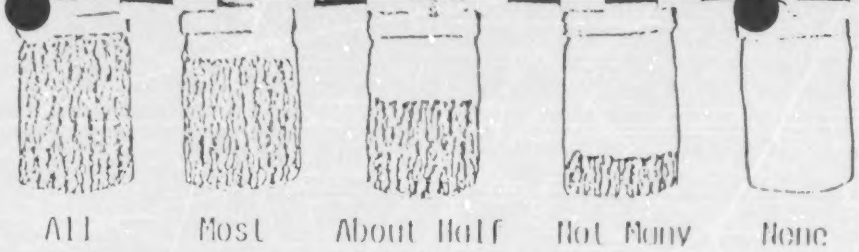


All Most About Half Not Many None

Name

4. Children who boss others around...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL boss others around; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

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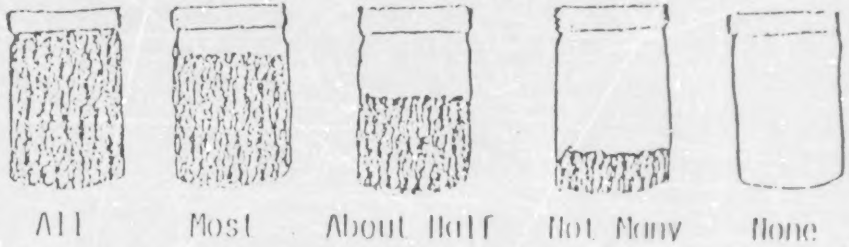
5. Children who say mean things to each other...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are mean to each other; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

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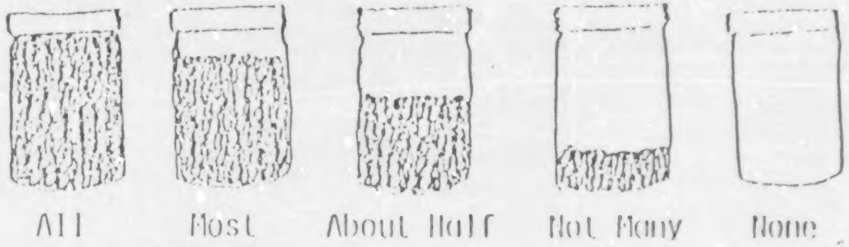
6. Children who work well in groups...

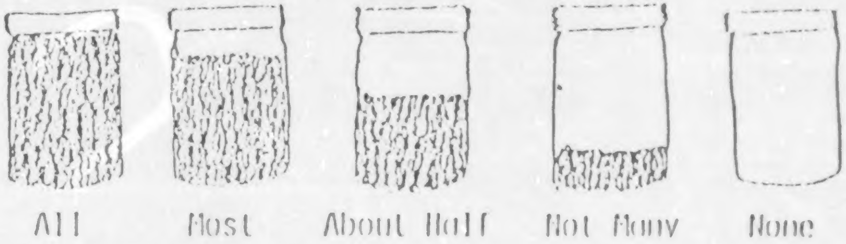
THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL work well in groups; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

---

7. Children who get into fights with each other...

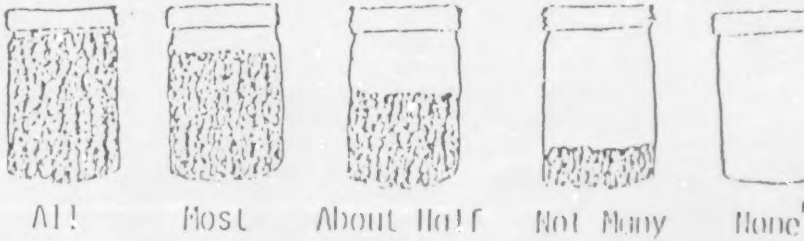
THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL get into fights with each other; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

---

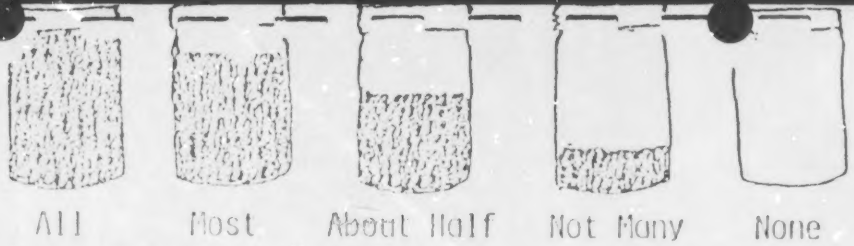
8. Children in your class use good manners...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL use good manners; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

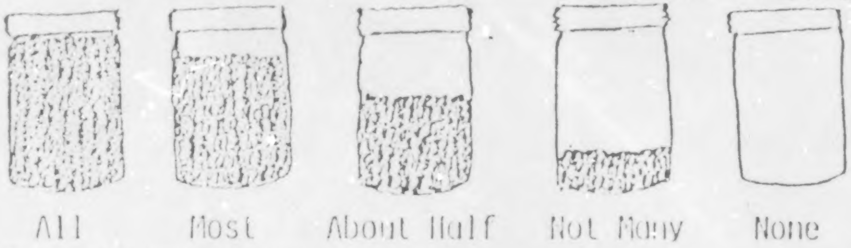
9. Children who are nice to others who are different...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are nice to others who are different; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

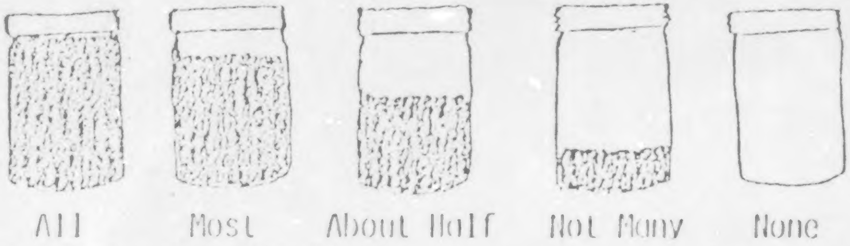
10. Children who are leaders...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are leaders; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

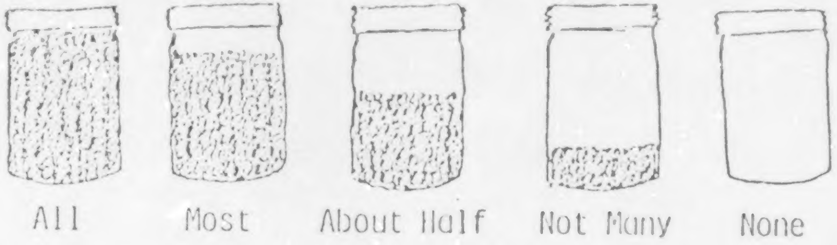
11. Children who are mean to others...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are mean to others; MOST are mean to others; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

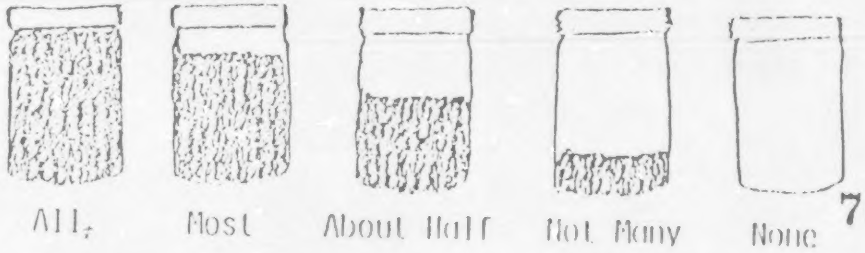
12. Children who listen to each other...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL listen to each other; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

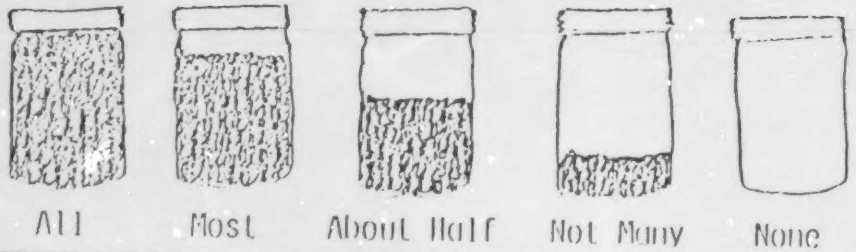
13. Children who settle fights and arguments without the teacher...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL settle fights and arguments without the teacher; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

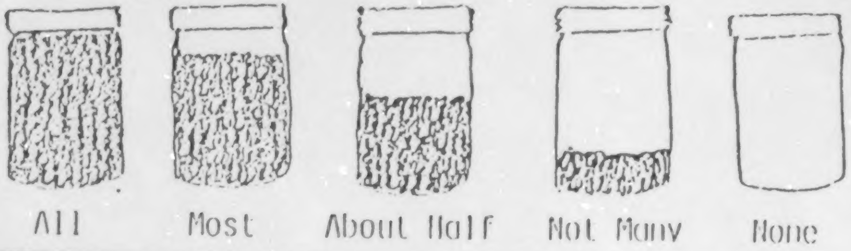
14. Children who are teased by others...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are teased by others; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

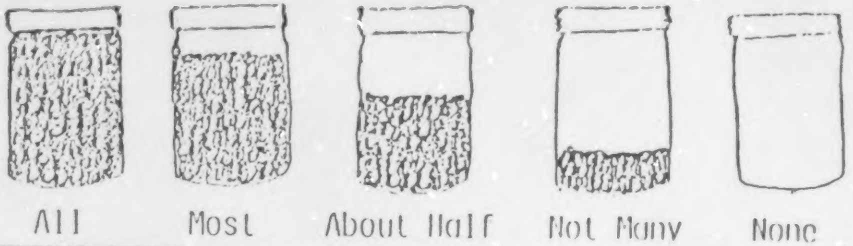
15. Children who get to answer questions...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL get to answer questions; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

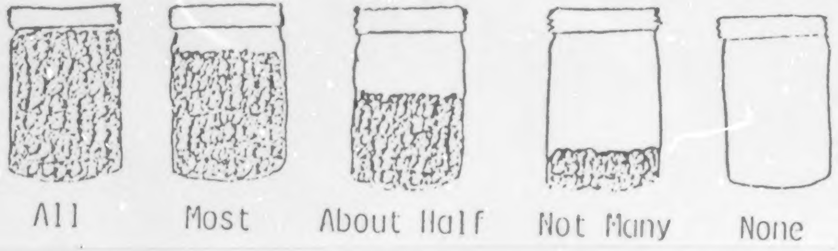
16. Children who say nice things...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL say nice things; MOST do; ABOUT HALF do; NOT MANY do; NONE do.

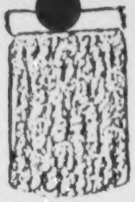

All
Most
About Half
Not Many
None

17. Children who are left out...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are left out; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

* Children in your class who like to work together...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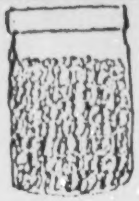
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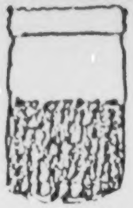
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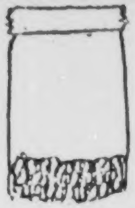
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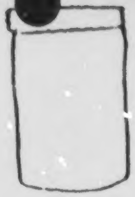
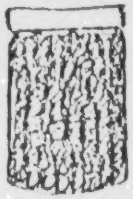

None

** Children in your class who help each other...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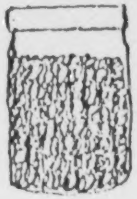
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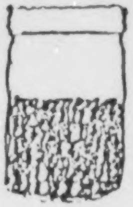
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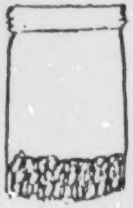
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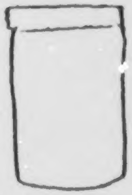
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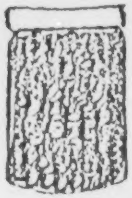
1. Children who take turns...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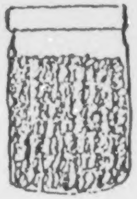
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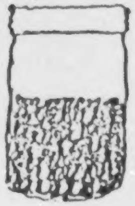
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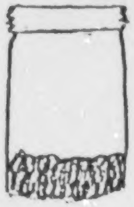
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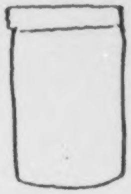
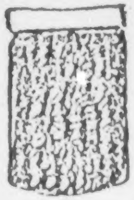

None

2. Children who have friends...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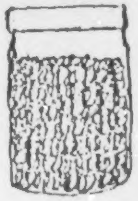
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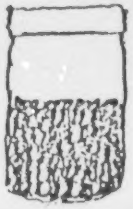
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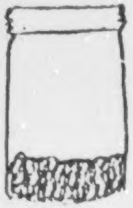
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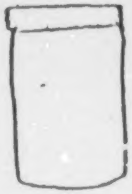
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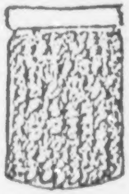
3. Children who say nice things to each other...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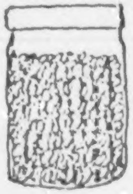
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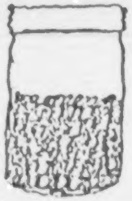
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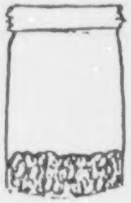
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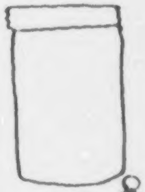
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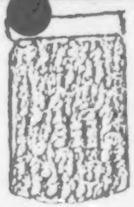
Name____

4. Children who boss others around...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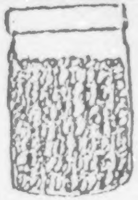
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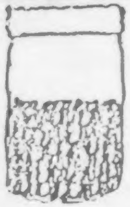
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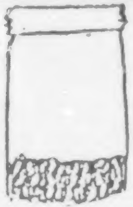
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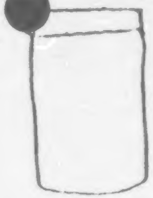
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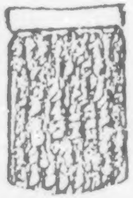
5. Children who say mean things to each other...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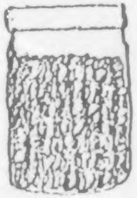
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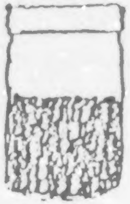
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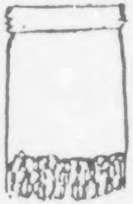
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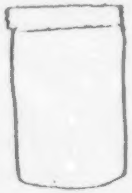
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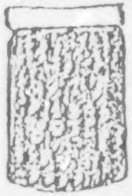
6. Children who work well in groups...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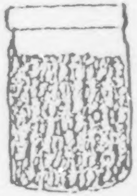
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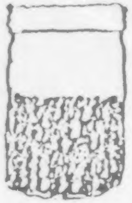
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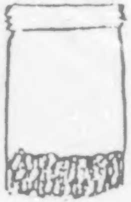
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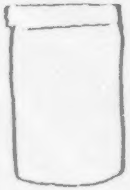
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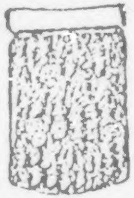
7. Children who get into fights with each other...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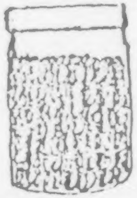
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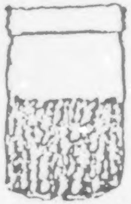
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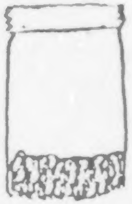
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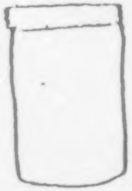
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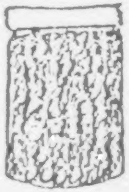
8. Children in your class use good manners...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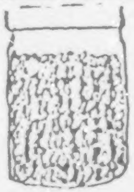
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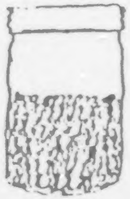
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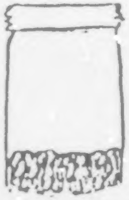
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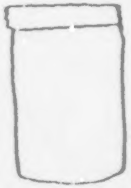
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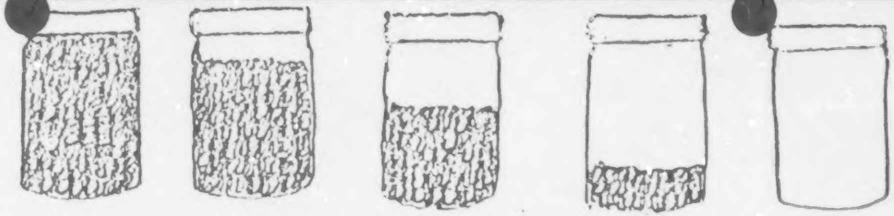
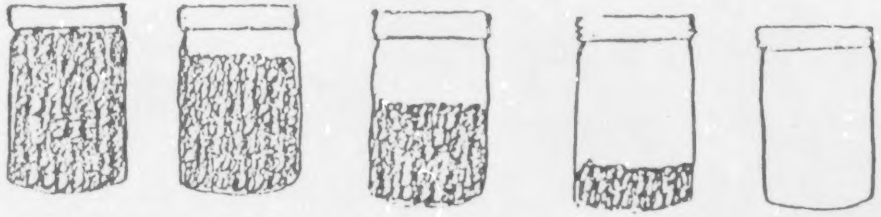
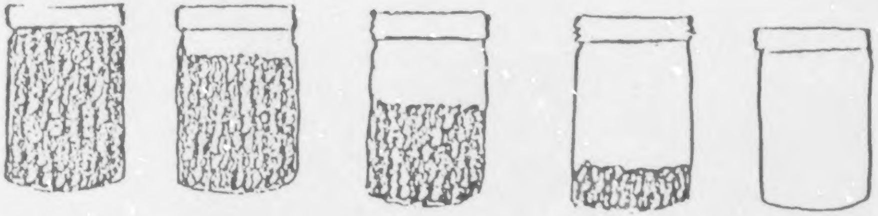
9. Children who are nice to others who are different...


All
Most
About Half
Not Many
None

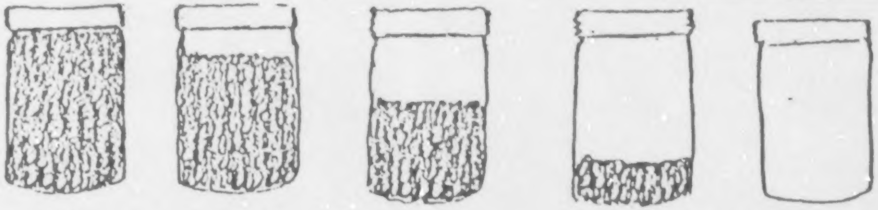
10. Children who are leaders...


All
Most
About Half
Not Many
None

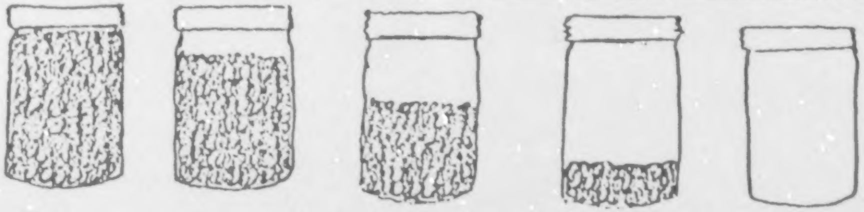
11. Children who are mean to others...


All
Most
About Half
Not Many
None

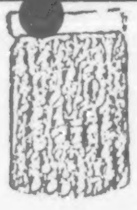
12. Children who listen to each other...


All
Most
About Half
Not Many
None

13. Children who settle fights and arguments without the teacher...


All
Most
About Half
Not Many
None

14. Children who are teased by others...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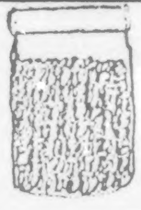
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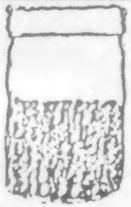
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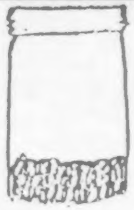
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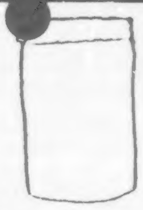
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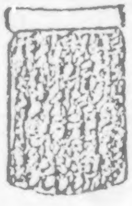
15. Children who get to answer questions...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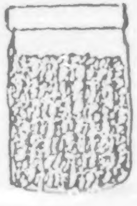
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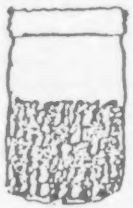
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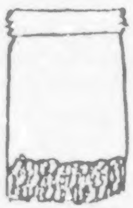
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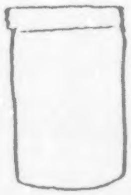
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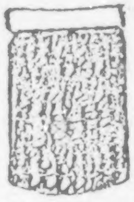
16. Children who say nice things...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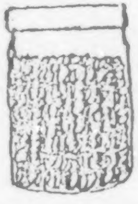
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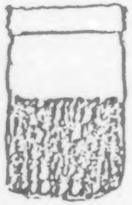
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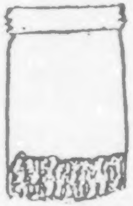
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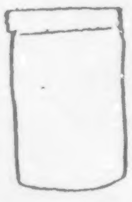
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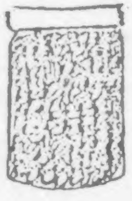
17. Children who are left out...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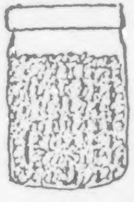
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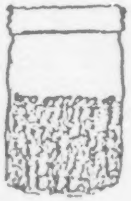
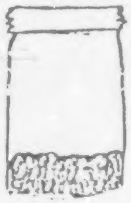
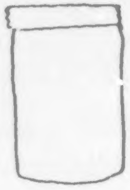

About Half


Not Many


None

Childrens' Literature to Attain Social Skills

Selecting childrens' books for a specific purpose can be a valuable aid for teachers who want to help their students to attain social skills. The technique is referred to as bibliotherapy and is defined as:

> the process of facilitating an interaction between a reader and a book, a process that may be used to help children better understand themselves and others.

In bibliotherapy, books are selected because they portray children in specific situations. The teacher who selects the book and reads the book to students wants to encourage them to explore and think about this specific situation. For example, a teacher may select a book to read that deals with the situation of coping with peer pressure. Reading this book with the class opens the way for discussion of this topic.

There are several advantages to the technique of bibliotherapy. A child's abilities to understand others is enhanced as he hears about other children and their feelings and behaviors in various situations. If a particular child is having difficulties, reading about another child having similar problems might make it easier for the child to think about ways the problem can be handled. The book may offer several alternatives for the child to evaluate, or the book may offer the one solution the child could not think of himself.

Putting the Strategy into Effect in Your Classroom

Locate reference books which contain annotated bibliographies of childrens' literature. Some resources are:

Dreyer, Sharon Spredemann. The Bookfinder. American Guidance Service, Inc., Circle Pines, MN, 1977

Kircher, Clara. Behavior Patterns in Children's Books. Washington, D.C., Catholic University of America Press, 1966.

Reid, Virginia M. Reading Ladders for Human Relations, 5th ed. Washington D.C., American Council on Education, 1972.

Spache, George D. Good Reading for Poor Readers, rev. ed., Champaign, Illinois, Garrard Press, 1972.

Zaccaria, Joseph S. Facilitating Human Development Through Reading: The Use of Bibliotherapy in Teaching and Counseling. University of Illinois, 1968.

Determine the subject categories that meet your student's particular interests and needs.

Research your school and county libraries to find avilable books in the subject categories you selected.

Examples of the types of childrens' books available on the topic of MAKING FRIENDS are:

Cohen, Miriam. Will I Have a Friend?
A little boy worries that he won't have any friends in kindergarten.

Sug. age level: 4-6

Krasilovsky, Phyllis. The Shy Little Girl
Anne is dissatisfied with her clothes, voice and freckled face. When a new girl comes to school, Anne finds a friend and her attitude toward herself changes.

Sug. age level: 4-8

Lystad, Mary. That New Boy
A little boy hesitates to make an effort to become friends with a new neighbor.

Sug. age level: 6-7

McGovern, Ann. Scram Kid!
A little boy feels anger and rejection until he finds someone to play with.

Sug. age level: 6-9

Vogel, Ilse-Margaret. Hello Henry
Two little boys become friends while lost in a supermarket.

Sug. age level: 4-7

Examples of childrens' books on the topic of SHARING are:

Berger, Terry. Being Alone, Being Together
A little boy shares his feelings about when he likes to be by himself and when he prefers playing with friends.

Sug. age level: 3-7

Buckley, Peter and Jones, Hortense. William, Andy and Ramon
Three boys, and their families, work together to make William's grandmother and cousin feel welcome.

Sug. age level 6-8

Lionni, Leo. Frederick
A little mouse shares his creativity and imagination with his friends to make them feel warmer and happier.

Sug. age level: 5-8

Lionni, Leo. Swimmy
A little fish organizes the other fish to solve a mutual problem.

Sug. age level: 3-7

Udry, Janece May. What Mary Jo Shared
A little girl decides to "share" her father with her class and overcomes her shyness.

Sug. age level: 5-8

Zolotow, John. My Friend John
Two little boys are such good friends they compliment each other with many personality traits.

Sug. age level: 4-6

After reading one of these books to your class, be sure to debrief the experience, paying special attention to the interaction of the characters.

1. Ask questions about what happened in the story or ask the child to retell what happened in the story.

2. Focus on the feelings expressed in the story--

   "What did the various characters feel?"

   Help the children identify and label the feelings expressed in the book.

3. Focus on the behaviors of the characters--What did they do? What other alternatives were available? How did it work out?

4. If possible, relate the story to child's own experiences. Have you ever felt that way? Has something like this ever happened to you? Do you know anyone who has had a similar experience? If you were in this situation, what would your feelings be? If you were in this situation, what do you think you would do?

Picture That--The Use of Photography in the Classroom

Photography can be an effective tool in the classroom when it is used to encourage students to accept differences and recognize similarities with a group of students, one of the goals of Project C.L.A.S.S.

With a camera at hand, you will find many occasions when a pictorial record of an individual or group will be useful in moving toward project goals.

Some suggestions follow. Once you start you will soon find you can come up with many more ideas.

- Photograph each child doing something in the school environment that she/he does well or particularly enjoys. The children can help decide the criteria. Group the pictures according to activities chosen.
- With your camera, try to catch those moments when children are helping each other. This would go well with the "Helping Hands" activity and will provide discussion material about friendship and cooperation.
- While doing the "Where Do You Stand?" activity, take a picture of each group and post with the graph so that the children can see their inclusion in various groupings with their classmates.
- To build class cohesion, photograph group projects, activities and events. Maintain a bulletin board or scrapbook for the children to review.
- To reinforce the concepts of similar and different, photograph all those who have lost a tooth; are only-children; are tall (short), etc.
- For pre-readers, use individual pictures of children to randomly select for peer interaction. Children choose a picture of a classmate rather than drawing out a name.

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PROJECT C.L.A.S.S.
Lessons and Activities

Scheduling Project C.L.A.S.S. Lessons

On pages 77 - 80 are the suggested weekly Project C.L.A.S.S. lesson schedules for each of the four primary grades. After each lesson title, space has been left for you to add any activities or strategies you feel would be appropriate for your students. These strategies may be additional ones found in this Teacher Handbook such as specific language experiences detailed in the section on communication skills, cooperative physical education activities outlined in the section on developing cooperation, or ways to build a more cohesive classroom group as detailed in the final section of the Teacher's Guide. You may also have some other favorite activities from outside sources which you feel mesh with the lessons in our suggested schedule. By making notations in this space you will be adapting Project C.L.A.S.S. to compliment your own teaching style and to meet the specific needs of your students.

Classroom teachers provided the input necessary to develop these lesson schedules. However, since every classroom group is unique, you may find a lesson which does not fit the personality or ability level of your students. If so, take some time to review the lessons for the grade level lower than yours and the supplemental lessons (Pages 93-97). These lessons may seem more appropriate. For those teachers working with combination classes, we suggest using the schedule for the lowest grade in the combination, e.g. teachers with first/second grade combinations would follow the first grade schedule. This allows for more variety the following year.

Debriefing Project C.L.A.S.S. Lessons

There are several questions included in each lesson plan for "debriefing." When your group has had an especially satisfactory or, perhaps, unsatisfactory lesson, you may find it valuable to spend more time talking about what happened. Often there are important correlations which can be identified between the C.L.A.S.S. lesson and some other classroom activity. It is valuable for the children to discuss those parallels. These may be strategies which can make the classroom climate more positive throughout the day. They may be comparisons of feelings the children recognize as also occurring at other times in the classroom or on the playground. Often it is effective to have these discussions after recess following the lesson.

A similar lesson, or the same one in a modified form, may be a profitable reinforcement after the discussion.

From the following list of suggested debriefing questions, choose those those you feel are most appropriate for your children.

AFFECTIVE

To describe feelings experienced during the lesson

1. What are some of the feelings that you experienced during this lesson?

2. What is the one main feeling that you had during this lesson?

3. Did anything happen during this lesson that:
   bothered you?
   made you feel uncomfortable?
   embarrassed you?
   frustrated you? etc.
   What? Why might that be?

4. Brainstorm or call out feeling words that describe how you felt during this lesson.
   Teacher can quickly write words on the board.
   Why did children have different feelings during this lesson?
   What may be some reasons why different students felt ______?
   (Pick one of the words, such as, what made some people feel bored or happy.)

5. What is a good metaphor for this lesson?
   Give examples: I felt like __________.
   Write down metaphors that students suggest.
   Have students vote on the one that best represents their view of the lesson.

6. What was the most difficult thing you had to do in this lesson?

7. What was the easiest thing we asked you to do in this lesson?

To summarize feelings after the lesson

1. How do you feel right now?

2. Which of these opposite words best describes how you felt at the end of this lesson?
   comfortable or uncomfortable
   satisfied or unsatisfied
   excited or not excited
   Students can raise their hands and the teacher can keep a quick tally on the board.

3. Looking back on the above tallies, why do you think students felt a certain way? You could ask one child to explain why he felt uncomfortable and another child to explain why he had the opposite feeling of being comfortable during the lesson.

To evaluate the lesson

1. What did you like best about this lesson?

2. What did you like least about this lesson?

3. What was the high point of the lesson?

4. What was the low point of the lesson?

COGNITIVE

To describe and summarize what happened during the lesson

1. Who can describe what happened during the lesson?

2. Can someone summarize what happened in this lesson?

3. Who can tell us what happened first? What happened next?

4. Who can summarize what we did during this activity?

To identify and clarify the purpose of the lesson

1. Why do you think we asked you to do this activity?

2. What do you think was the purpose of this lesson?

3. Was the purpose of this lesson clear?

4. There were _____ main points of this lesson. What do you think they were?

5. What did you learn from this activity?

6. What could people in other classes learn from this activity?

7. Do you think this lesson was worth the time and effort put into it? Why?

To relate the lesson to past experiences, present experiences, and the applicability to future experiences

1. How do you think this lesson will change the way the class acts?

2. How do you think this lesson will change you personally?

3. Does this lesson remind you of anything that happens to you in "real life"?

4. How does this activity relate to what happens in our classroom?

5. What good things happened during this activity that you wish occurred more often in our class?

6. What problems or difficulties occurred in this lesson that remind you of problems or difficulties that also occur in this class?
    - How were these problems dealt with in this lesson?
    - Could our class solve this kind of problem in the same way?

7. Suggest a way we could change some subject (like math, reading, P.E.) in order to use what we learned from this activity to make the subject work better for you.

To evaluate the lesson

1. How would you improve this lesson?

2. Can you think of one way to improve this lesson?

3. We are going to have to make this lesson shorter. What would you leave out?

4. We are going to have to make this lesson longer. What would you do to make it longer?

5. Complete the following open-ended sentence: One thing I didn't quite understand in this lesson was ____________________________.

If the students interacted as a group or groups during the lesson, the teacher may want to explore questions about the effectiveness of the group/groups in handling the task and in its treatment of group members.

GROUP TASKS AND INTERACTIONS - AFFECTIVE

1. Which of these words best describe how you feel ABOUT THE GROUP?

angry	or	happy
satisfied	or	dissatisfied
it was a good group	or	the group could have been better

2. Which of these words best describe the way YOUR GROUP MADE YOU FEEL?

lonely	or	part of the group
bossed around	or	not bossed around
frustrated	or	satisfied
would like to have the same group again	or	would like to be in a different group next time

3. How do you feel about the students in the class now that the lesson is over?

4. Do you like some of the students more than you did before?

5. Do you know more about some of the students now than you did before? Who? What have you learned about them?

6. Which one of the following statements best describes how you NOW feel about your classmates as a result of this lesson?
   - I like the class the same.
   - I like the class more.
   - I like the class less.

GROUP TASKS AND INTERACTIONS - COGNITIVE

1. Summarize or describe what your group was supposed to do?

2. How well did your group accomplish its task? What did your group fail to do or leave unfinished?

3. What could your group have done to accomplish the task in a better way?

4. How did individual group members contribute to the group accomplishing its task?

5. Did you get to say what you wanted to say in your group?

6. How well did the group members listen to each other?

7. Did anyone make sure group members got a chance to participate? What did they do?

8. How did your group reach decisions?

9. Did anyone help keep things cool in your group? How did they go about this? How did your group handle conflict (humor, put-downs, silence, interruptions, etc.)?

10. Were there people who praised others or made other people feel good in your group? What did they do? How did they do this?

11. Did anyone help someone to feel that they were a part of the group? What did they do?

12. Did your group have a leader(s)? Should there have been or not have been a leader(s)? What could your group have done to increase teamwork or cooperation?

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KINDERGARTEN
Suggested Weekly Project C.L.A.S.S. Schedule

Wk.	Lesson Title	Pg.	Additional Activities/Strategies
1	Super Star	82	
2	Color-Go-Round	89	
3	Take a Stand (A)	96	
4	Musical Hugs	98	
5	Spider Web	100	
6	Classroom Mouth	105	
7	Lend a Hand	109	
8	Many Parts of Me	103	
9	Listen, Think, Stand	116	
10	Stretch-a-Shape	118	
11	Spin and Face It	122	
12	Respond-a-Story	127	
13	Bear Hugs	134	
14	Name Your Game	137	
15	Musical Painting	145	
16	Assembly Line	147	
17	Attribute Action	166	
18	Paper Sculpture	168	
19	Popcorn Pop-Up	170	
20	Mirror	173	
21	Give the Dog a Bone	174	
22	Shape-Up	182	
23	These Are My Friends	186	
24	Sculptor	193	
25	Group Sculpture	194	
26	Tower Teams	196	
27	Monkey Hear/Monkey Say	201	
28	Puzzle Partners	209	
29	Jigsaw Snack	210	
30	Abecedarian	213	
31	Secret Service Agent	220	
32	Paint-a-Thon	222	
33	Geo Pics	225	
34	Alphabet Actors	229	
35	Sentence Chain	234	
36	Kindergarten Yearbook	240	

FIRST GRADE

Suggested Weekly Project C.L.A.S.S. Schedule

Wk.	Lesson Title	Pg.	Additional Activities/Strategies
1	Student of the Week	83	
2	Pick-a-Pet	90	
3	Take a Stand (A)	96	
4	Musical Greetings	99	
5	Spider Web	100	
6	Classroom Mouth	105	
7	Climate Control	110	
8	About Me	115	
9	Listen, Think, Stand	116	
10	Stretch-a-Shape	118	
11	Spin and Face It	122	
12	Sad/Glad	128	
13	Bear Hugs	134	
14	Name Your Game	137	
15	Crazy Quilt	146	
16	Assembly Line	147	
17	Attribute Action	166	
18	Paper Sculpture	168	
19	Popcorn Pop-Up	170	
20	Mirror	173	
21	Direction Duo	177	
22	Shape Up	182	
23	First Grade Who's Who	187	
24	Sculptor	193	
25	Group Sculpture	194	
26	Delightfully Different	197	
27	Communi Count	203	
28	Puzzle Partners	209	
29	Jigsaw Snack	210	
30	Cartoon Coaches	214	
31	Secret Service Agent	220	
32	Border Bunch	223	
33	Four Square Friends	226	
34	People Packages	230	
35	Classmate Categories	235	
36	First Class Friends	241	

SECOND GRADE
Suggested Weekly Project C.L.A.S.S. Schedule

Wk.	Lesson Title	Pg.	Additional Activities/Strategies
1	Teacher's Apprentice	85	
2	Birthday Detective	93	
3	Round-Up	97	
4	Musical Greetings	99	
5	Friendship Chain	102	
6	Trim-a-Tree	108	
7	Mutual Mosaic Partnership Grids	111 114	
8	Spider Web	100	
9	Classroom Mouth	105	
10	Totem Pals	119	
11	Feelings Chart	124	
12	Goofy Glasses	130	
13	Choo Choo Dodge Ball	136	
14	Follow the Yellow Brick Road	140	
15	Assembly Line	147	
16	TV Filmstrip	164	
17	Attention!	167	
18	Take a Stand (B)	169	
19	Popcorn Pop-Up	170	
20	Mirror	173	
21	People Puzzle	178	
22	Shape Up	182	
23	Special Strings	189	
24	Sculptor	193	
25	Stage-a-Story	195	
26	Tower Teams	196	
27	You're a Good Egg	204	
28	Puzzle Partners	209	
29	Jigsaw Snacks	210	
30	Foods for Four	218	
31	Secret Pals	221	
32	Cooperative Creatures	224	
33	Classroom Consensus	227	
34	Adjective Attributes	232	
35	All Stars	237	
36	Super Class	246	

THIRD GRADE

Suggested Weekly Project C.L.A.S.S. Schedule

Wk.	Lesson Title	Pg.	Additional Activities/Strategies
1	Team of the Week	87	
2	Birthday Detective	93	
3	Round-Up	97	
4	Musical Greetings	99	
5	Many Parts of Me	103	
6	Trim-a-Tree	108	
7	Mutual Mosaic Partnership Grids	111 114	
8	Spider Web	100	
9	Classroom Mouth	105	
10	Funny Fold-Over People	120	
11	Feelings Collage	125	
12	Feelings Faces	133	
13	Choo Choo Dodge Ball	136	
14	Super Stocking Stuffer	143	
15	Assembly Line	147	
16	Jigsaw Mural	165	
17	Attention!	167	
18	Take a Stand (B)	169	
19	Friendship Formula	172	
20	Mirror	173	
21	Buddy Builders	180	
22	Architects and Builders	184	
23	Special Strings	189	
24	Sculptor	193	
25	Stage-a-Story	195	
26	What Would Happen If	199	
27	Say It With Flowers	207	
28	Puzzle Partners	209	
29	Jigsaw Snack	210	
30	Vertebrate Virtuosos	219	
31	Secret Pals	221	
32	Cooperative Creatures	224	
33	Classroom Consensus	227	
34	Adjectives Attributes	232	
35	Super Bunch	239	
36	Me, My Class, and I	250	

TITLE: SUPER STAR

GOAL:
1. To encourage students to interact positively with classmates.
2. To encourage students to accept differences and recognize similarities within a group of students.

ABSTRACT: Attributes of a randomly-selected student are highlighted each week by use of a personal bulletin board, a life-sized figure or silhouette, and other selected activities.

MATERIALS: Butcher paper and paint, 8½"x 11" dittoed sheet for each student each week, bulletin board space.

PROCEDURE:
1. At the beginning of the year describe the activity. Emphasize that each child will have a turn and that no one knows whose turn it is ahead of time. Set aside a portion of the bulletin board for Super Star of the Week.
2. Using a can of name-sticks, draw one name. If time is short, you may need to pair students. (Using the principal, aide, teacher, or custodian as the initial Super Star has helped some classes see the way this activity works.)
3. Trace around the child and have him/her paint clothes and features on the figure. Cut out and use as focal point for the Super Star of the Week bulletin board. An alternative plan is to cut out duplicate silhouettes, one to be kept in the classroom and one to be sent home at the end of the week.
4. Add pictures and work papers as desired to finish the child's board. A "Happy-Gram: or other letter may be sent home to announce the child's selection and ask for the loan of items and pictures that are special to the child. The appropriate items may be put on the bulletin board.
5. During the week provide opportunities for the Super Star to share interests, favorite activities, pets, etc.

*6. Near the end of the week give each child a page dittoed with "__________ is a Super Star because __________." You may want to have children complete the sentence orally to get specific ideas. While the children draw a picture of the week's Super Star, have them dictate their own ending to the sentence to be written beneath the illustration.

7. At the end of the week, compile the child's own Super Star book to be sent home, or to be kept for display at Open House. If possible, put the figure on the wall (or ceiling) where it remains during the year with the date of being Super Star. (This proved very effective in one class as a means of providing those who had already had their turn with a sense of continuing participation.)

* For immature kindergartners who have great difficulty drawing or dictating sentences, you may decide that dictating a class chart-story about the Super Star is more effective. Each child could add some decoration around the border. At the end of the week, the charted story would be sent home with its Super Star or kept to make a giant-sized class Super Star Book.

Art
Oral Language

TITLE: STUDENT OF THE WEEK

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to accept differences and recognize similarities within a group of students.

ABSTRACT: Attributes of a randomly-selected student are highlighted each week by use of a personal bulletin board, a special badge or other mark of distinction, a student-parent survey, a friendship book, and other selected activities.

MATERIALS: Permanent bulletin board space titled "Student of the Week," copy of student-parent survey, pictures and memorabilia brought from home, samples of school work if desired, 8½ x 11 sheet of paper for each student to make a page for the "What I Like About ________" book.

PROCEDURE:

1. When explaining this activity at the beginning of the year, emphasize that each child will have a turn and that no one knows before the name is drawn whose turn it is.

2. Using your can of name-sticks, draw one name (or more if the time available is limited) the week before the student is to be Student of the Week. Send home the survey (see sample) and a note asking the parents to complete it with the child. Ask also if the child may bring pictures of himself/herself and a few small favorite items for a bulletin board. (If this is not possible, you may need to help the child draw favorite things and select some special papers to complete his/her bulletin board. A Polaroid picture would also be helpful.)

3. The teacher may want to "interview" the student, particularly at the beginning of the year or when the student is new to bring out the student's favorite activities, foods, etc. as well as disliked things.

4. After the bulletin board is arranged,(a parent, aide, or teacher may need to help) provide time for the student to explain why he/she chose the items on it.

5. Classmates draw a picture of the "Student of the Week" and complete the sentence "I like ________ because ________." It helps to get more personalized and detailed comments by doing this orally first.

6. Assemble the book to be taken home at the end of the week.

7. If possible, keep a pictorial record of the children who have been students of the week on a poster or in book form.

OPTIONAL:

Write positive comments from each child on the back of the student's self-picture. It may be helpful to use "Mouth" lesson to organize discussion. Be sure to give the Student of the Week an opportunity to add a comment "What I like about myself."

Art
Oral/Written
Language
Handwriting

STUDENT OF THE WEEK

Home Survey

My name is ____

I was helped on this survey by ______________________________

My family includes _____________________________________

____

The thing I like to do most with my family is ________________

____

Two things I can do very well are ___________________________

____

My favorites are: FOOD ____________________________________

TOY OR GAME ____________________________________

PLACE ____________________________________

COLOR ____________________________________

TV SHOW ____________________________________

The best thing about school this year is ____________________

____

____

When I grow up, I think I would like to _____________________

____

Grade 2

TITLE: TEACHER'S APPRENTICE

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to accept differences and recognize similarities within a group of students.
3. To encourage students to develop leadership skills and to apply these skills in a cooperative environment.
4. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Recognition and appreciation for the uniqueness of individual students are gained each week by focusing on a randomly-selected individual who is the teacher's special helper for that week.

MATERIALS: Polaroid camera, if possible; blank or "storybook" paper for each student, a class scrapbook, reserved bulletin board space.

PROCEDURE:

1. During each week-long period, one child will be chosen as Teacher's Apprentice. Be sure students understand that each will have a turn and that the selection is randomly made.
2. "Brainstorm" a list of jobs the Teacher's Apprentice could do. Agree on a trial list which can be varied as special needs arise. (Messenger, ball monitor, flag-salute leader, song-chooser, paper monitor, paint mixer, game chooser, line leader, etc.) List on chart or bulletin board with a place for the child's name to be prominently displayed.
3. If possible, take Polaroid pictures of each weeks Apprentice at one or more tasks for a Class Helper's Book.
4. At the end of the week have the Apprentice write a few sentences describing the job she/he liked best for the class scrapbook. If photographs are not available have the child illustrate his/her page. (At the end of the year the scrapbook can be disassembled with each child receiving his/her personal page.)
5. Have children each write a sentence or two about the job the Apprentice did they thought most helpful and illustrate their pages to be compiled into a book for the Teacher's Apprentice to keep. An alternative topic might might be things classmates have learned that week about the Teacher's Apprentice.
6. Alternative or additional activities may include a personal bulletin board, teaching a new game, bringing a game from home to share with the class, or completing a survey similar to that for Student of the Week.

7. Another alternative is a bulletin board with a large foil star on which a Polaroid picture of the Teacher's Apprentice is mounted. Smaller construction paper stars are added as the Apprentice is noted doing helpful acts. On each star is written a description of the helpful act. At the end of the week, mount the foil star with its picture and the small star on 12"x 18" construction page to make a class book.

Oral/Written
Language
Writing Lesson
Social Studies

Grade 3

TITLE: TEAM OF THE WEEK

GOALS:

1. To encourage students to interact positively with classmates.
2. To encourage students to accept differences and recognize similarities within a group of students.
3. To encourage students to develop leadership skills and to apply these skills in a cooperative environment.
4. To encourage students to appreciate the contributions each member may make to a group.
5. To encourage students to work together with another student or with a group of students.

ABSTRACT: A group of 4 students will be selected randomly to serve as a special committee for three weeks. Individual differences and similarities will be noted as team-members create a bulletin board, choose class colors, and theme for the period, and act as leaders in various activities. Interaction will occur on group projects.

MATERIALS: Bulletin board space; materials to create a bulletin board.

PROCEDURE:

1. Pre-discussion
    - a. Explain that groups will be chosen randomly to serve as a class steering committee for a given period of time.
    - b. "Brainstorm" possible duties and privileges (e.g. select class colors and theme, provide a bulletin board - see suggestions below).
    - c. Discuss requirements for a group or committee like this to work effectively:
        - 1) Communication skills
        - 2) Cooperation skills

2. Choose initial group. (It may be wise to be sure you get an initial group that can handle this adequately but not spectacularly. If possible, place an isolate with someone more popular who has similar interests.)

3. Have group function as decided. (They will need special time for discussion and work.) Jobs and bulletin board designs may be changed weekly if desired.

4. Suggested activities:
    - a. Bulletin Board Collage

TEAM OF THE WEEK	
Sports We Like	Favorite Foods
Pleasing Places	Special Animals

Art
Social Studies
Oral Language

b. Adaptation of Classroom Consensus for each team.

c. "Many Parts of Me" done by each team member may be put on the bulletin board or a "Baby-Picture-Guessing" bulletin board may be used.

d. Act as a committee to select good work (not own) to be displayed.

e. Teach a game, do a cooking project for the class, or make a flannel-board story for younger children.

f. Round-table discussion at the end of week--What I have discovered about my team members.

g. Allow each child to design a card, color it, and write a positive comment for each Team of the Week member. Assemble into individual books for each team member.

TITLE: COLOR-GO-ROUND

GOAL:

1. To encourage students to interact positively with classmates.
2. To increase students' abilities to recognize that ones' behavior affects others.

ABSTRACT: Members of a group contribute to the pictures of each group member by doing his/her own crayon rubbing in a specific color on each other's page.

MATERIALS: A piece of 12"x 18" manila drawing paper, a piece of string, and one different colored crayon for each child in the group.

PROCEDURE:

1. Seat children in groups of six or eight.
2. Give each child a paper and have him/her put name on back.
3. Each child places the string under the paper and does a small area of rubbing with one color. Then the papers are given to the next child in order who colors another portion of the page using his/her string under the page.
4. The activity is finished when each child, in turn, has done a string rubbing on each page and the children receive their own papers.
5. Discussion:
    1. What did you like best about this job?
    2. Is it fun to work together on a project?

TITLE: PICK-A-PET

GOAL:

1. To encourage students to accept differences and recognize similarities within a group of students.
2. To encourage students to interact positively with classmates.

ABSTRACT: Children recognize that differences in choices are natural and to be expected as they choose their favorite pets. Interaction is encouraged by having the children fill out an interview form from which they then make a graph.

MATERIALS: Dittoed interview forms, pencils; dittoed grids and crayons or colored squares of paper to make graphs. (See note.)

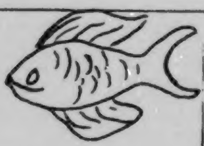
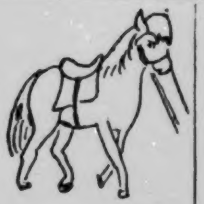
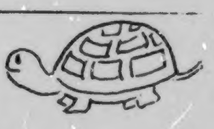
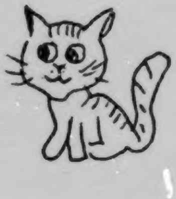
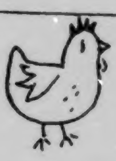
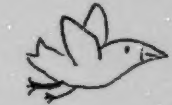
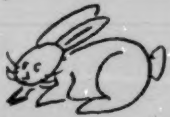
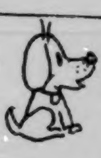
PROCEDURE:

1. To gather the necessary information to make their graphs the children are given a dittoed page with pictures of pets. (A square is left blank for a pet not already pictured. Discuss favorite pets--whether owned or not--add to the picture sheet if necessary, and explain the procedure.)
2. Every child goes to the other children in the class and has each one sign in the square of his/her choice. (This is likely to be noisy--but it is a good, purposeful interaction.)
3. When the interview sheet is complete, individual graphs can be made with the information gathered.
4. Using the graphs for reference, discuss the number of children preferring each kind of pet, compare numbers, etc.
5. If possible you may want to take instant pictures of the children choosing each type of pet and post them on the bulletin board.

NOTE: To help each child get information from every class member, ditto a class list on the back of the interview form. After signing his/her name in the box denoting the favorite pet on a classmate's worksheet, each child then crosses his/her name off on the classmate's list of names.

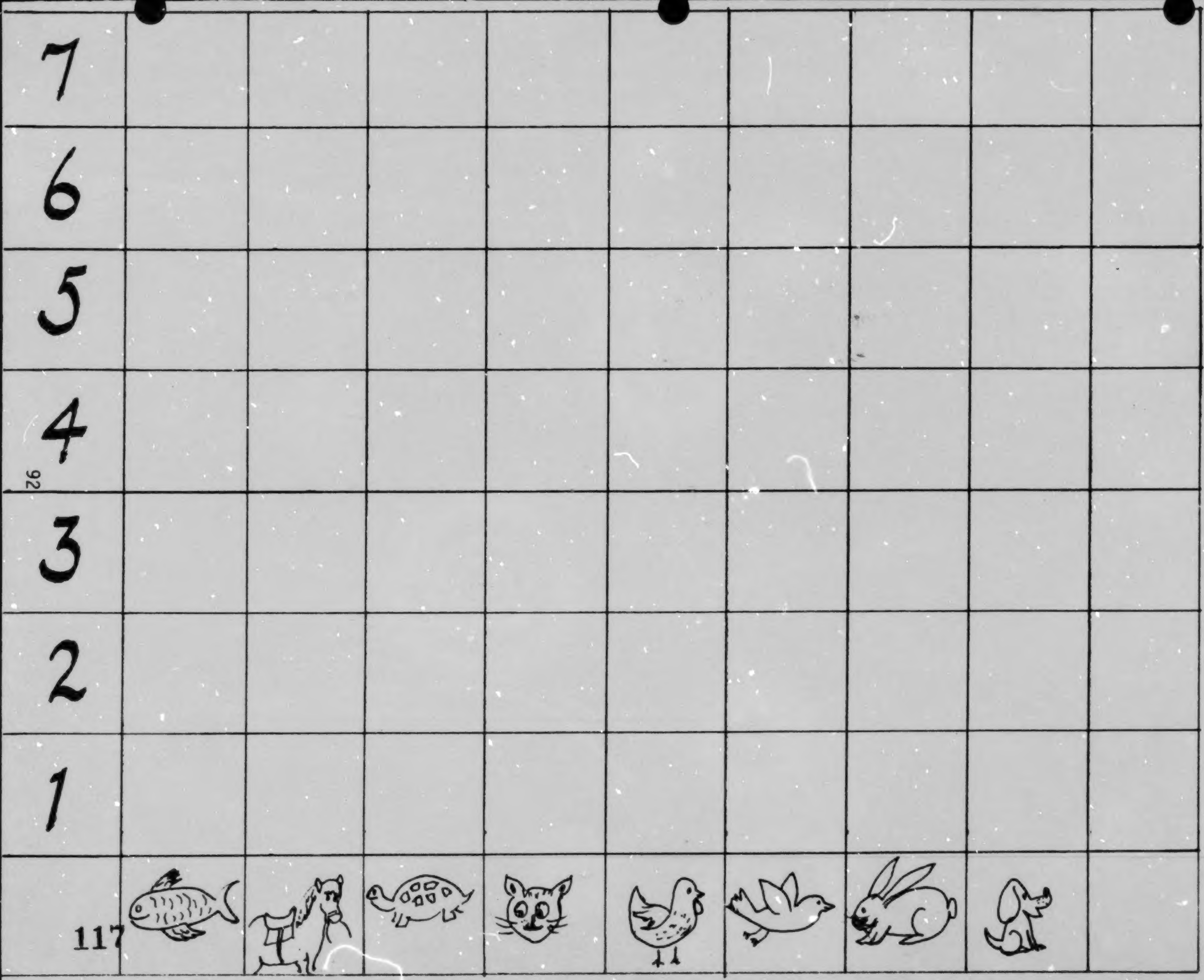
Mathematics
Oral Language
Social Studies

Name

OUR PETS

Name ________________



Grade 2-3

TITLE: BIRTHDAY DETECTIVES

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to accept differences and recognize similarities within a group of students.

ABSTRACT: Children interact as they interview each other to find everyone's birthday month. After gathering information, each child makes his/her own graph to use as a basis for discussion.

MATERIALS: Dittoed interview forms,* pencil, dittoed grids or graph paper, crayons, colored squares or symbols to make graph.

PROCEDURE:

1. Discuss the procedure and hand out the interview forms. Read the names of the months. Have the children sign their names on their own sheet, both at the top and in the proper square.
2. The children circulate around the class to ask each class member to sign in the square that denotes his/her birthday month.
3. After everyone has signed all of the papers and has made a graph, use the graphs for comparisons and for word problems in math.
4. If possible, take an instant picture of each month's birthday group. (For economy, you can have three months together, standing by the appropriate sign.) These, and a graph, make a bulletin board children find interesting as they notice groups of children having this important date in common.

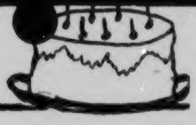
* To help each child get complete information, ditto the class list on the back of the interview form. As each child signs a classmate's form, he/she crosses out his/her name on that form.

** It may be an appropriate homework assignment for your class beforehand to have each child practice writing full name, birthdate, and address.

Math
Oral Language
Social Studies

Name

Birthday Detective



JANUARY	FEBRUARY	MARCH	APRIL
MAY	JUNE	JULY	AUGUST
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

Birthdays in our Class

January	February	March	April	May	June	July	August	September	October	November	Decemb
Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.

Grades K-1

TITLE: TAKE A STAND (A)

GOAL: 1. To encourage students to initiate and develop friendships with their classmates.

ABSTRACT: By making choices about everyday things, children notice that their decisions may place them with different groups given varied questions.

MATERIALS: Line drawn or taped to floor; chart to record or graph results; Xeroxed pictures of each class member (optional); camera (optional).

PROCEDURE:

1. Choose a question to elicit choices, e.g.
   Would you choose a hot dog or hamburger for lunch?
   Would you rather have a kitten or puppy?
   Is it more fun to ride bikes or roller skate?
2. The children respond by standing on one side of the line (or area of the room) for one response, the other side for the other response.
3. If a camera is available, photograph each group. Display the pictures and graphs on the bulletin board.
4. Graph the choices for each question. (If Xeroxed pictures are available they make an effective graph as each child places his/her own picture.)

NOTE: It will be valuable to repeat this activity several times so children will find themselves in different groupings. Comment should be made after this has happened so that the children will be aware of the variation in the groups - that they will sometimes make the same choices, sometimes different choices than those made by certain others.

Several teachers suggest using this activity near election time to help explain the process of choosing and voting. It has also been used as an effective, graphic way to add meaning to the symbols > and <.

Math
Social Studies

TITLE: ROUND-UP

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to work together with another student or with a group of students.

ABSTRACT: Cooperation is emphasized in this revision of the old game of "tag."

MATERIALS: Playground or Multi-use Room; something to form artificial boundary (ropes, pupils, etc.).

PROCEDURE:

1. Explain the rules carefully (see suggestions below).
2. Round-up begins like a regular game of tag. As soon as the first person is caught the two become partners. Joining hands, they "round-up" the other children.
3. As each person is caught--only the outside hands can grab a player--he/she joins the "round-up" team. Off the team goes, discovering that cooperation will enable them to catch another child more quickly.

Suggestions:

1. Set limits or boundaries to facilitate the "round-up."
2. When the "round-up" team grows to four or six, it may be better to split it into two teams.
3. With some classes you may want one-half of the pupils to be the boundary and one-half to play "round-up."

Grade K

TITLE: MUSICAL HUGS

GOAL: 1. To encourage children to interact positively with classmates.

ABSTRACT: Children use non-verbal hugs to communicate positively, starting with one and going on to big groups as everyone is included in a giant hug.

MATERIALS: Music, room with ample space.

PROCEDURE:

1. Play cheerful music while children hop and skip around the room
2. Stop music. Each child must grab a partner to hug.
3. After a few "rounds," instruct the children to form groups of three to hug, then four, five, and six, etc. Can everyone join together in a gigantic hug?
4. Watch for a child or children who may be left out. To make sure they are included, you can announce a "game" to be played between the class and teacher with scores to be kept on the board. If any child is left out, the teacher gets a point; if all children are included, the children get a point.

Variation: The children can shake hands and then, keeping the new partners, continue to play the game and enlarge their groups.

Rainy Day Games
P.E.

Adapted from Cooperative Sports and Games Book by Terry Orlick. p. 10

Grade 1, 2, 3

TITLE: MUSICAL GREETINGS

GOAL: To encourage students to interact positively with classmates.

ABSTRACT: Children get to know each other better through the use of a musical game.

MATERIALS: Tape recorder and cassette or phonograph and record; enough space to form double circle which will include all of the children.

PROCEDURE:

1. Form class into two circles, one inside the other.
2. As music plays, the children circle in opposite directions.
3. When the music stops, the children stop walking, face a partner, and shake hands, introducing themselves and saying one additional thing about themselves. (See list below.)*
4. Quickly start the music again. The children join hands and circle (in their two circles) until the music stops and Step 3 is repeated.
5. Repeat sequence with handshake, name, and a new statement with a new partner each time the music stops.
6. Suggestions for sentences to be said after name and handshake:
   a. I like________.
   b. My favorite food is __________.
   c. My favorite TV program is _____________.
   d. I have ________ sisters or brothers.
   e. It's fun to play __________.

* If the children cannot handle the circles they may walk around the room while the music plays.

** A variation might include another class; each class making a circle.

*** Several teachers felt that their classes responded to the tempo of the music played.

Oral Language
P. E.
Rainy day games

Grade K-3

TITLE: SPIDER WEB

GOAL:

1. To increase students' abilities to listen positively.
2. To increase students' abilities to participate with greater frequency and more equitably in small-group and classroom communications.
3. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Groups of 10 or 12 students pass a ball of yarn to each member as a visual reminder to provide a turn for everyone to speak. An incomplete sentence provides a vehicle for making a positive statement about each group member.

MATERIALS: A ball of yarn for each group. Two adults or older students for each group in kindergarten or first grade classrooms; one adult or older student for each second/third grade group.

PROCEDURE:

1. Role-play and explain the process before starting the children's groups. Ask questions to ascertain childrens' understanding of the process and clarify as needed.
2. Randomly choose groups of no more than 10-12 members.
3. Do activity.
    a. A child holds the ball of yarn in one hand while hanging on to the end of the yarn with the other. Only the child holding the yarn may speak. The same incomplete sentence is used for each child's turn. (See below.)
    b. When each child finishes his/her sentence, she/he loops the yarn around one wrist while tossing the yarn-ball to a child she/he names.
    c. The next child completes the sentence in his/her own way while holding the ball of yarn, then--keeping hold of one portion--names and tosses the ball to another child.
    d. The sequence is repeated with each child getting one turn until all the children have hold of the yarn in a "web."
    e. After all have had a turn, reverse the procedure with a new sentence. The yarn will be rolled back into a ball as each child calls on the child who had named him/her first.
4. If possible, follow-up immediately or soon after with another "web" using an incomplete positive statement. (Suggested sentences following on the next page.)
5. Discuss the activity.
    a. Do you think everyone could hear what you said? Were they listening?

b. Did the yarn help us take turns?

c. When we all held on to our yarn, we all were part of the group. You said it looked like a spider web. It could also be called a net. Then we would be a network! Do you know what a communications (or TV) network is?

d. What happens if someone lets loose of the yarn?

e. Is there any way we could do this good a job without using the yarn?

NOTE: If one group finishes before the others, those children may observe and then describe what the children still working were doing to make it a good activity. e.g. "They listened to each other." "They made sure everyone had a turn."

Suggested "starter" sentences:

"My favorite place is ...... (Child's name), what is yours?"

"The thing I like about (name) is .... How about you, (same name)?"

"____________ is my friend because .... What about you ___________?"

"I like __________ because .... What about you, _________?"

"____________ helped me .... Who helped you _________?"

NOTE: This technique has been used successfully in small instructional groups to insure taking turns.

TITLE: FRIENDSHIP CHAIN

GOALS:

1. To encourage students to accept differences and recognize similarities within groups of students.
2. To increase students' abilities to respond appropriately and/or initiate communications on topic.
3. To increase students abilities to listen positively.

ABSTRACT: Children share about themselves, learn about others, and begin to recognize themselves as part of a group through the device of drawing on paper strips which are then linked into a chain.

MATERIALS: 4" x 18" strips of construction paper; glue or stapler; crayons or marking pens.

PROCEDURE:

1. Each child makes a link for the class friendship chain by coloring or decorating a strip of paper with pictures of things and people important to him/her.
2. Join the links to form a chain.
3. Discussion-
   (a) Why did you choose to draw those particular pictures on your link?
   (b) Choose someone else's link and tell what you like best about it.
   (c) What would happen to our chain if some links were missing?
4. It can be very effective to have the children and teacher form a circle with arms linked together as an illustration of their special classroom chain in which each person is a needed link.

Grades K and 3

TITLE: MANY PARTS OF ME

GOAL:

1. To encourage students to accept differences and recognize similarities within groups of students.
2. To increase students' abilities to respond appropriately and/or initiate communications on topic.
3. To increase students' abilities to listen positively.

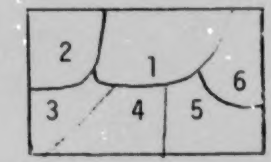
ABSTRACT: Children will be able to identify something unique about each member of the class after drawing responses to statements about themselves and then sharing their responses with the class.

MATERIALS: 12" x 18" drawing paper, crayons or marking pens.

PROCEDURE:

1. The teacher marks the paper into six irregularly formed spaces and numbers them 1-6 before handing one to each student.

   Example:



2. As a class, or in small groups, the children listen as the teacher gives oral directions for what they should draw in each space. Give approximately five minutes for the children to do each drawing.
3. Suggestions:

   In space number 1, draw a picture of yourself.
   In space number 2, draw a picture of your pet (or one you would like to have).
   In space number 3, draw a place you really like to go.
   In space number 4, draw a picture of what you would like to be when you grow up.
   In space number 5, draw a picture of your favorite food.
   In space number 6, draw a favorite thing you do after school.

   Additional suggestions:

   Fun things
   Something I do well
   Something I don't like to do
   The thing I like best at school
   If I weren't me, I'd like to be......
   Things I like to do at home
   Something that makes me laugh
   My favorite T.V. show
   One wish I'd like to have filled

4. After the papers are completed, each child should have an opportunity to share his/her paper with the rest of the class.

PROCEDURE:

5. Suggestions for sharing and display:
    a. Collect all papers and allow 5-10 children to show their pictures and explain them to the class each day.
    b. Allow classmates to question "speaker" about his/her drawings.
    c. Place completed drawings on bulletin board to give children further opportunities for sharing.
6. Discussion:

    What new things did you learn about your classmates?

    How can we learn more about each other?

Art
Oral Language

Grades K - 3

TITLE: CLASSROOM MOUTH

GOALS:

1. To increase students' abilities to participate more frequently and more equitably in small-group and classroom communications.

2. To increase students' abilities to listen positively.

3. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: To make the rule that only one person may speak at a time in discussions more graphic, a beanbag is introduced as "the mouth." The accompanying rule is that when "the mouth" is used, only the person holding it may talk, The teacher must also follow the rule unless she/he speaks to maintain order.

MATERIALS: One beanbag filled with styrofoam pellets for each group of 8-10 students. An older student or adult for each small group is recommended.

PROCEDURE:

1. Before small group or class discussions, show the beanbag "mouths" to the class and explain the following rules:
   a. Only the person with the "mouth" may talk.
   b. Students who wish to talk must raise their hands.
   c. When the person talking is finished she/he chooses the next person to speak by passing the "mouth."

2. Read a story that provokes responsive discussion (see list below or choose your own favorite), use some of the questions listed, or focus on a current playground or classroom situation as subject for this practice lesson.

3. Encourage everyone to talk.

4. When the "mouth" is in use, the teacher is also required to have the "mouth" in order to speak, except for comments that involve discipline and class order.

5. After the practice lesson discuss the procedure.
   a. Was everyone given a chance to speak?
   b. Did using the "mouth" help the discussion?

6. Suggested questions (third grade)
   a. What is the biggest reason friends get into a fight with each other?
   b. If we could throw out one subject in school, what would you choose? Why?
   c. Do you think parents should tell their kids which TV programs they may watch?

d. How much TV do you think kids your age should be allowed to watch?

e. ______________________________

f. ______________________________

g. ______________________________

7. Suggested stories. (You may want to check The Bookfinder for books dealing with problems that may have come up in your class.)

a. Buckley, Peter and Hortense Jones. William, Andy, and Ramon.

b. Estes, Eleanor. The Hundred Dresses.

c. Ets, Marie Hall. Play With Me.

d. Lionni, Leo. Swimmy.

e. Martin, Bell. I Am Freedom's Child.

f. Quigley, Lillian Fox. The Blind Men and the Elephant: An Old Tale from the Land of India.

g. Udrey, Janet May. Let's Be Enemies.

h. Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day.

i. Zolotow, Charlotte. The Hating Book.

j. ______________________________

k. ______________________________

8. Films.

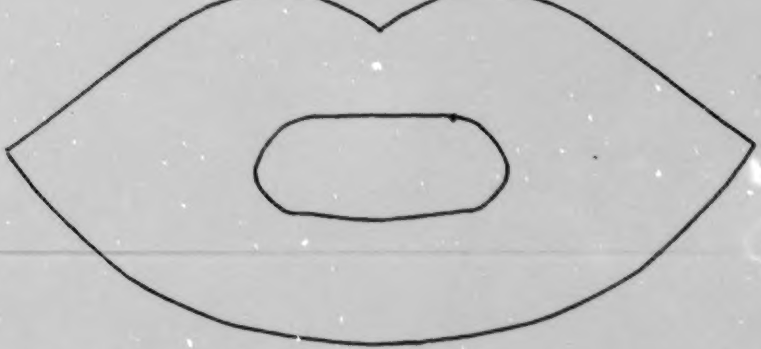
Suggestion: It is frequently helpful to use the "Mouth" during discussions at various times of the school day.

PATTERN FOR THE MOUTH

Instructions

1. Cut a 5 1/2 inch square from a piece of washable fabric.
2. Cut the mouth (pattern below) from a contrasting piece of washable fabric.
3. Sew the mouth to one side (right side) of the square, then with two right sides together sew 1/4 inch from the cut edge by hand or sewing machine, leaving about a 2 inch opening on one side.
4. Turn the raw edges to the inside and fill the bag 90% full of styrofoam pellets. Sew up the opening.

The complete "mouth" washes well but do not dry in the dryer!



Grade 2-3

TITLE: TRIM-A-TREE

GOAL:

1. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: In the process of decorating a tree by symbols reflecting types of cooperative behavior, the children are repeatedly reminded that one's behavior affects others.

MATERIALS: Empty tree on bulletin board (shape of tree to depend on season--Christmas, fall, spring); blank shapes--(Christmas tree ornaments, fall leaves, spring blossoms, green leaves).

PROCEDURE:

1. Show the children the bare tree and the forms which will be put on it.
2. Define with the children the kinds of cooperative behavior that may be observed within the classroom or on the playground that affect others, e.g. sharing a ball, sharing a jumprope, working quietly, letting someone join in a game.
3. When a student hears or observes an obvious cooperative behavior that makes a difference to another learner or to the class as a whole, she/he may write it on a form and put it on the tree. This may give the teacher a special opportunity to watch for behaviors by usually less-cooperative children that can be recorded.
4. Occasionally take time to read the comments aloud and discuss what other types of behavior would also belong on a "cooperative tree."

Suggestions:

1. At the beginning of the school day, have each pupil draw the name of a classmate. When a positive behavior is observed, the pupil writes it on the form with that classmate's name. The completed form can become each pupil's "ticket" to lunch, etc.
2. Take time to "brainstorm" a list of appropriate words to substitute for "nice."

Written Language
Social Studies

TITLE: LEND A HAND

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: Randomly-paired students will help each other trace their hands and will make a special effort to help each other for a given length of time.

MATERIALS: Construction paper, pencils, scissors, stickers or stars.

PROCEDURE:

1. Discuss ways children can help each other,
   e.g. "I can let Tommy use my ruler when he needs it."
   "I can help Joe practice catching a ball."
2. Form groups of 2-4 members including children who do not usually work together.
3. Trace hands with partner's help. Cut them out. Each child dictates ways to help partner or members of the group that will be printed on the hands.
4. Display the partners' hands on the bulletin board. Each time a child demonstrates helpfulness, a star or sticker may be affixed to his/her hand. Another way to follow through is to ask the children just before going home, who has "lent-a-hand" and affix stars to the paper hands of those who have helped classmates.
5. Additional bulletin board ideas:
   a. Make a pictorial list of "helping things" children can do for each other.
   b. Make a pictorial list of "helping things" only the teacher can do.

Grade 1

TITLE: CLIMATE CONTROL

GOAL:

1. To encourage students to develop the skills needed for healthy interpersonal relationships.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
3. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Through the visual experience of a bulletin board children are reminded to use happy or "sunshiny" words instead of "cloudy" words as a means of recognizing their own importance in establishing a classroom climate.

MATERIALS: Bulletin board with large sun and cloud; paper for sun rays and rain drops, shiny gold seals.

PROCEDURE:

1. Introduce the word "climate" with a brief explanation in terms of outside weather.
2. Relate that to the concept of a "climate" in the classroom. Encourage the children to relate the way we talk to each other - tone and words - to the setting of the climate in the classroom as stormy and sunny.
3. Elicit words that would be "sunny" words and those that would be "cloudy" or "rainy" words.
4. Print "sunny" words on construction paper, cut in form of sun rays; "rainy" words on paper shaped in cloud or rain-drop form. Put around the sun and under the storm cloud.
5. When a child uses a friendly, "sunny" word not already posted, she/he may help put a new ray around the sun. Each time an unfriendly "stormy" word is used, another cloud or rain drop is added.
6. If a child uses a "sunny" word already posted, she/he may put a shiny gold star or seal on that word-ray.
7. After a week, have the group evaluate the activity. Hopefully the sun's rays will be shining with golden seals!
8. Discussion-
   - (a) Did you try to use more "sunny" words this week?
   - (b) Did it make a difference in our climate?
   - (c) What else could we do to make our "classroom climate" even better?

Oral Language
Science - weather

Grades 2-3

TITLE: MUTUAL MOSAIC

GOALS:

1. To increase students' ability to listen positively.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.

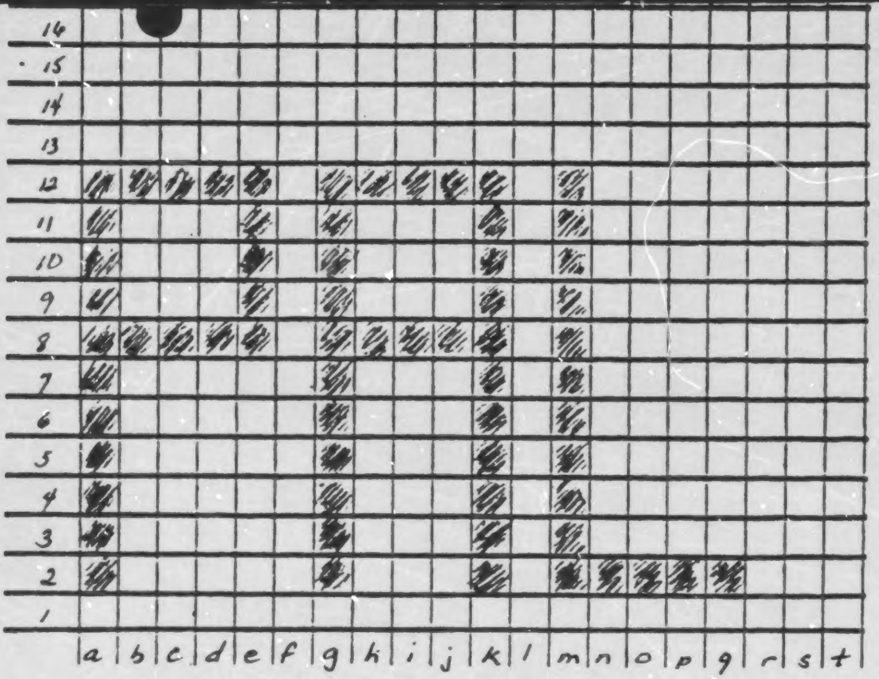
ABSTRACT: By following directions given by the teacher (or volunteer in second or third grades) children create a prescribed design on a paper grid.

MATERIALS: One sheet of 1/2 inch squared graph paper, numbered on the left side and lettered across the bottom, for each listener; design card for the speaker; crayons or squares (1/2 inch) of colored paper and glue.

PROCEDURE:

1. The speaker gives directions, telling the listeners which grid to color or cover with paper squares. Putting a specific-colored dot in the square is another possible direction to give with time allowed later for coloring in the squares.
2. Listeners respond by coloring or gluing paper squares of the specified color in the designated spaces until the design is completed.
3. You may want to try this as a one-way communication exercise or make it two-way by giving the listeners the option to ask questions.
4. Discuss the childrens' response to the activity.
    a. Was it hard? easy? why?
    b. Did it help to ask questions?

Note: This may be varied by having the children draw along the lines in the directions named to form a design.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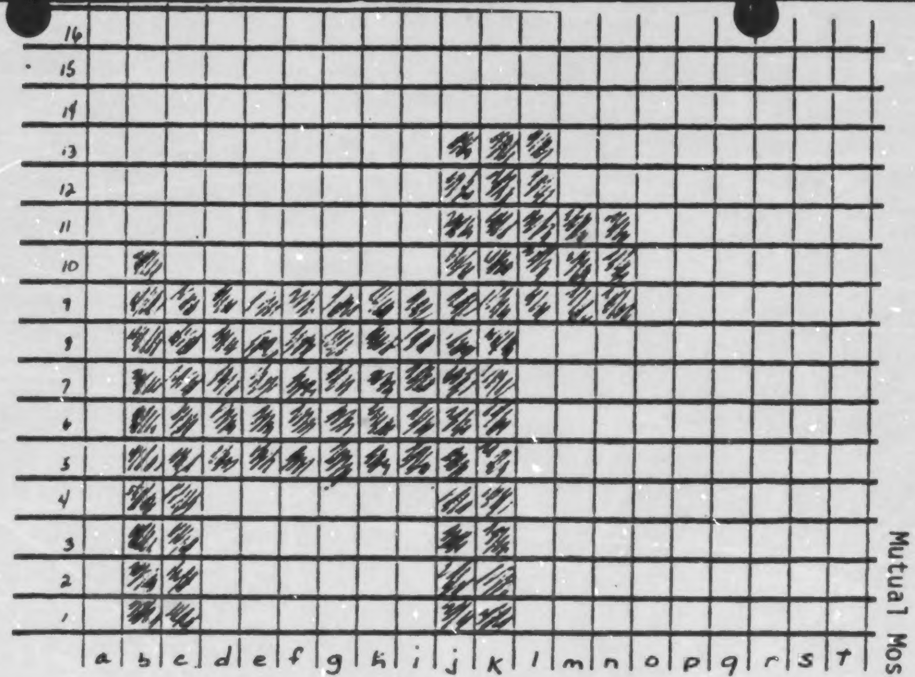
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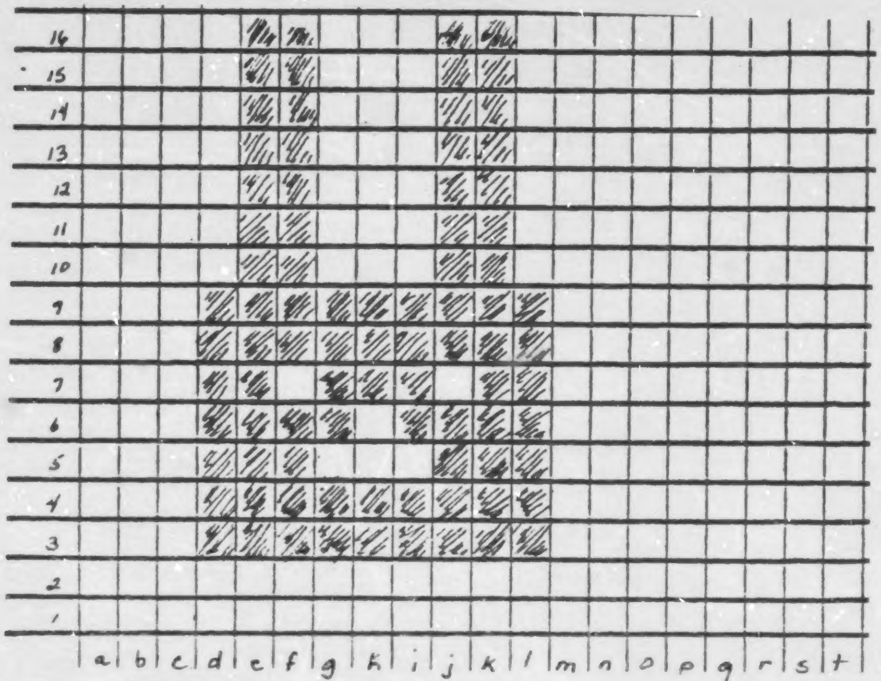
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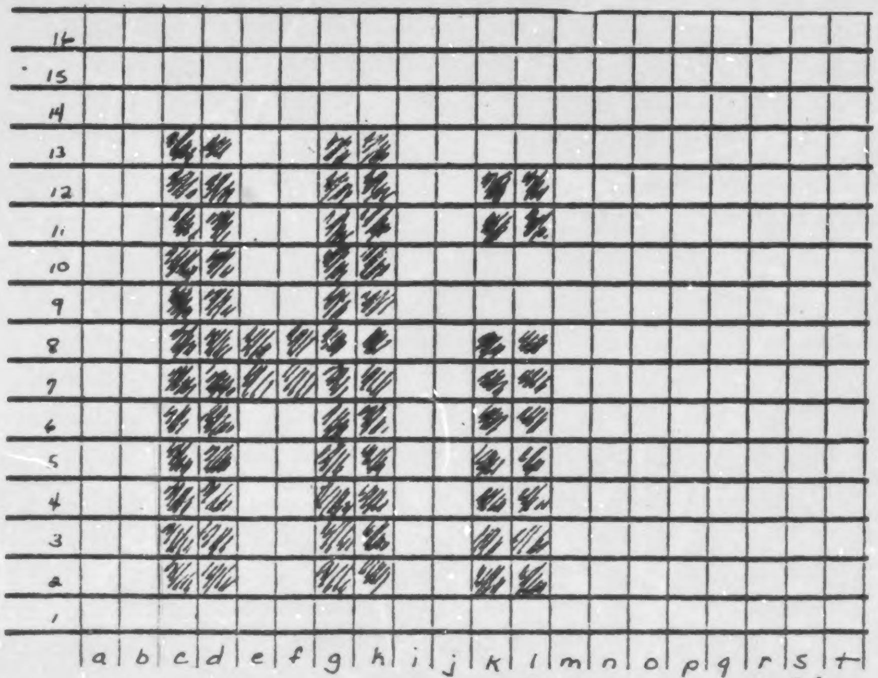
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TITLE: PARTNERSHIP GRIDS - a Center Activity

GOALS:

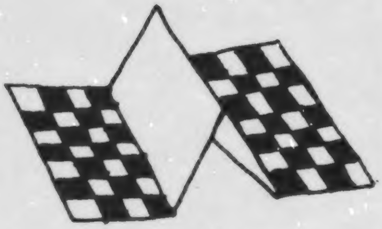
1. To increase students' ability to listen postively.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.
3. To encourage students to work together with another student or with a group of students.

ABSTRACT: In cooperating by giving clear directions and by listening and following them carefully, partners win the game and score the points for their team.

MATERIALS: A small screen to place between two players; matching checkerboard or game board for each; five pairs, or more, small objects (or pictures of objects).

PROCEDURE:

1. The children sit side by side, gameboard in front of each with a divider so they cannot see the other's board.
2. One child is the Speaker and one the Listener. Play more than one game so that the roles may be reversed.
3. The speaker puts five objects on his board (hidden from the Listener). She or he then describes the location of each object in such a way the listener can place his/her objects in matching locations.
4. A point is scored for each match.
5. Add pairs of objects as the children desire more challenge.
6. Variations: Use graph paper (one-inch squares) as playing boards. The whole class may listen to one speaker or randomly selected pairs may play concurrently.



Suggested game-board for center use.

1. Split the checkerboard
2. Cut 2 rectangles of stiff cardboard
3. Tape together as shown
4. Print rules on each side of of divider for Listener and Speaker.
5. Laminate the game-board
6. Add pocket for playing pieces

TITLE: ABOUT ME

GOALS:

1. To encourage students to accept differences and recognize similarities within groups of students.
2. To increase students' abilities to respond appropriately and/or initiate communications on topic.
3. To increase students'abilities to listen positvely.

ABSTRACT: Through construction of collages illustrating their interests, children will share about themselves and, in turn, learn more about each other.

MATERAILS: 12"x 18" sheets of construction paper, old magazines, catalogs, glue.

PROCEDURE:

1. Children cut-out pictures illustrating things they like to do and things that make them feel good. Each child then glues his/her picture on a sheet of construction paper to form an "About Me Collage."
2. After the papers are finished, each child should have an opportunity to share his/her paper with the class.
    - (a) Collect all the papers and allow 5-10 children to show their papers and explain them to the class each day.
    - (b) Provide opportunity for classmates to ask the speaker about pictures showing his/her interests.
    - (c) Use the collages for a bulletin board centered on likeness and differences.

Notes: This can be done in small groups or in a center; time is allowed for sharing with the whole class.

This lesson can be used as part of student-of-the-week.

Some teachers like to have children bring in their pictures as a homework assignment.

Oral Language
Art

Grades K-1

TITLE: LISTEN, THINK, STAND!

GOALS:

1. To increase students' abilities to listen positively.
2. To increase students' abilities to respond appropriately.

ABSTRACT: An active classroom game emphasizes listening while it reviews colors and shapes.

MATERIALS: A colored posterboard shape, strung with yarn, to hang around each child's neck (assortment, including six colors in four shapes--circles, rectangles, squares, and triangles). Optional: Hap Palmer records on colors and shapes.

PROCEDURE:

1. Briefly review shapes and colors. Emphasize the need to listen.
2. Give each child a colored shape (may be name tags* at the beginning of the year).
3. Each time the teacher names a shape or color, all children with a corresponding tag stand. When they have, check to see if they responded correctly, then they may sit down.
4. Repeat until everyone has had at least one chance to stand.
5. As the children become quick to recognize the single attributes, combine two, e.g. "red circles," "blue triangles."
6. Some children enjoy adding body movements: __________ "stand up and clap," etc.
7. Discuss the childrens' reactions,
   (a) Was this game fun?
   (b) How did we help each other? (by listening, by not-talking, etc.)

* If the tags do not have names on them, they can be exchanged for variety in subsequent games. In any case, keep them available for use as review in those short periods that sometimes occur.

FOLLOW-UP

Discuss how things may be the same (color, shape, size). Tell children to find someone who has something similar in some way. You may want to have a reward of some kind if everyone is included as an aid to developing class cohesion.

VARIATIONS

If you wish to repeat this activity, try the following variations.

a. Put numbers on the shapes. Ask questions such as "What adds up to 10?" Number 4 would find number 6; 7 finds 3, etc. "Odd numbers stand up." "Numbers less than 6 stand up."

b. Put letters on the shapes. "Vowels stand up." or "Form three-letter words."

Grades K-1

TITLE: STRETCH-A-SHAPE

GOALS:

1. To increase students' ability to work together with a group of students.
2. To encourage students to interact positively with classmates.
3. To encourage students to develop leadership skills and to apply those skills in a cooperative environment.

ABSTRACT: While children attempt to form shapes with long loops of elastic, they recognize the need for cooperation and the probable advantages of a leader.

MATERIALS: One package of 9' long elastic sewn into a loop for each group of 5 or 6 children. Large demonstration-sized cardboard shapes or drawings of shapes. Playground or grassy area.

PROCEDURE:

1. Review names of shapes to be used.
2. Randomly select groups of 5 or 6 children. Have each group stand at a distance from the others.
3. Announce the name of the shape to be formed by each group using its loop of elastic.
4. If desired, after a few trials, groups can be timed to see which can get their shape formed fastest.
5. Discussion-
    - (a) Were there any problems? (e.g. five people trying to be corners of a triangle)
    - (b) How could the problems be solved? (Talk together and cooperate? Name a leader to direct the movements of group members?)
    - (c) Decide on one solution and try another figure.

NOTES: If the children find this too difficult, try practicing at first with the number of children in each group equal to the number needed to make the shapes (three for triangles, four for rectangles, etc.)

As the children become more adept at the process, it is worthwhile repeating the lesson using more complex figures.

Math
P.E.

TITLE: TOTEM PALS

GOAL: 1. To encourage students to work together with another student or with a group of students.

ABSTRACT: Pairs or small groups of students work together to make totem poles.

MATERIALS: Cardboard wrapping paper or paper towel tubes, construction paper scraps, glue, crayons.

PROCEDURE:

1. Introduce Indian totem poles to children. Two possible resource books are *The Story of the Totem Pole* by Ruth Brindze (Vanguard Press, 1951) and *The Art of the North American Indian* by Shirley Glubok (Harper & Row, 1964).

2. Discuss the idea of working as a cooperative committee or pair,
   a. sharing ideas and materials
   b. demonstrating courtesy and consideration while talking and working together.

3. Pair students randomly.

4. Each pair creates a totem pole of several characters (animals) and prepares a description of it for the class.

5. Partners share their totem poles with the rest of the class.

6. Discussion:

   What did you like or dislike about this job?

   How did you cooperate to complete your job?

NOTE: Groups of three or four may wish to construct an entire Indian village--complete with tepees, canoes, and Indians. This could culminate an Indian study group.

Social Studies
Art

TITLE: FUNNY FOLD-OVER PEOPLE

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: A visual product of cooperation and careful listening is the result of following explicit directions for drawing parts of a figure which is only seen in its entirety when the exercise is finished.

MATERIALS: One sheet of 6"x 18" manila paper for each child, crayons.

PROCEDURE:

1. Remind the students of the Assembly Line activity done earlier in the year.
   a. What did we find out about each person's job?
2. Divide the class into four groups. Give each person a sheet of paper.
3. Have children fold papers into fourths. (Illustraton follows) Number the boxes lightly.
4. With paper folded so that the cut edge of the first quarter is on top, have each child draw a head in that space.
   a. Make sure the face is complete and the neck reaches the fold.
   b. As a last step, have each person extend the neck just far enough over the fold so that it shows when the head is folded under.
5. Pass each group's papers to another group.
6. Repeat the procedure drawing the body from the neck to the waist. The waist line should extend just below the second fold. Fold completed portion under.
7. Exchange papers between the groups and have the third quarter used for the part of the body between the waist and the knees. Fold under.
8. Exchange papers between the groups and have the children complete the drawing by finishing the legs and feet.
9. Open the papers and enjoy the people.

NOTE: You may want to turn paper crosswise and have the children draw segments of animals or objects.

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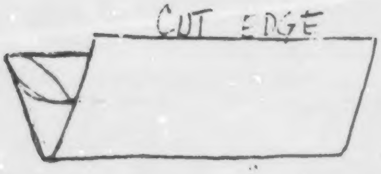

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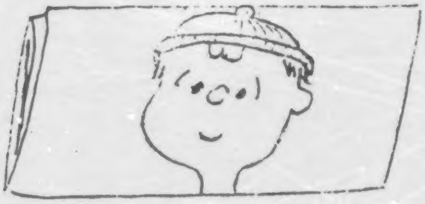

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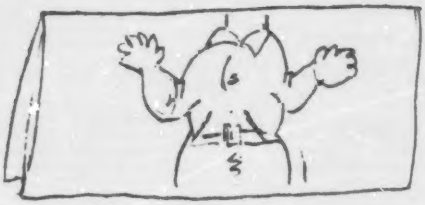

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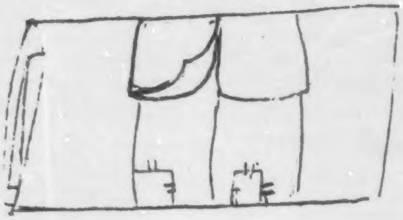

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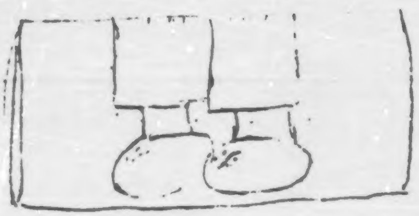

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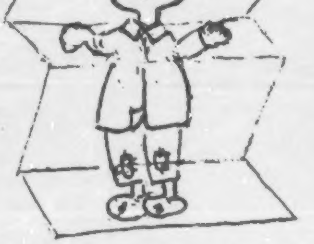


Grade K-1

TITLE: SPIN AND FACE IT

GOAL:

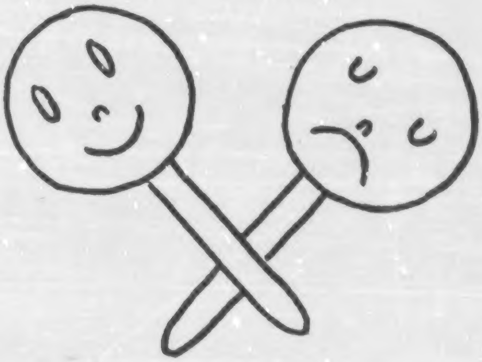
1. To increase students' abilities to respond appropriately and/or initiate communication on topic.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
3. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Students use two-faced stick puppets to indicate their sad or glad responses to cooperative and uncooperative situations listed on a game board.

MATERIALS: Situation Board (see next page); can of name sticks; materials for sad/glad faces (paper plates or paper circles, glue, popsicle sticks, staples, crayons or markers)

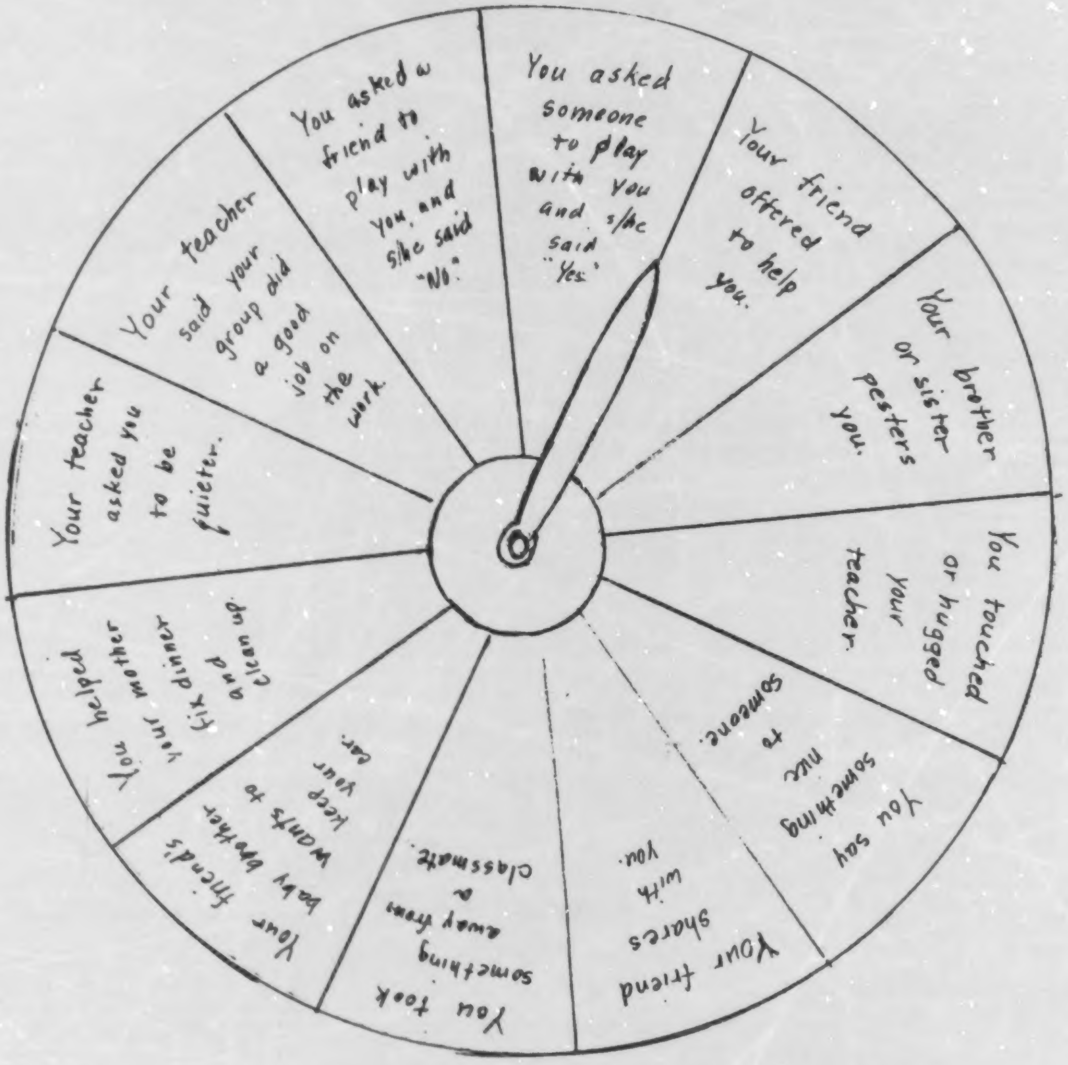
PROCEDURE:

1. At beginning of the lesson or during a preceding period have the children draw a happy/glad face on the back of one paper plate and a sad/unhappy face on the back of a second paper plate. Glue and staple together with a popsicle stick inserted (and stapled) about halfway in to form a handle.
2. Using name sticks choose children to use the Spinner Situation Board. The teacher or child reads the situation to which the spinner points.
3. Class members hold up their sad/glad faces to indicate response to each situation.
4. Encourage free discussion and comments about situations or words that make the children feel sad or glad.
    a) Are there different ways to say some things that make you either happy or unhappy?
    b) Can you demonstrate?



Oral Language

Art


You asked someone to play with you and s/he said "Yes."
Your friend offered to help you.
Your brother or sister pesters you.
You touched or hugged your teacher.
You say something nice to someone.
Your friend shares with you.
You took something away from a classmate.
Your friends baby brother wants to keep your car.
You helped your mother fix dinner and clean up.
Your teacher asked you to be quieter.
Your teacher said your group did a good job on the work.
You asked a friend to play with you, and s/he said "No."

Grade 2

TITLE: FEELINGS CHART

GOAL:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To encourage students to work together with another student or with a group of students.

ABSTRACT: Class makes a chart of feelings and faces which illustrate the various emotions.

MATERIALS: Large sheet of butcher paper (24"x 36") or poster board; old magazines, glue, scissors.

PROCEDURE:

1. Read the poem "Faces" by Joyce King; the book Feelings by Judy Dunn, or How I Feel by Jane York Behrens; or show a film on feelings.
2. Tell the children they are going to make a picture collection of faces that show how people feel at different times.
3. Show the class a blank chart* and explain that they will be helping illustrate it. As a group, decide upon four to six feelings to be included on the chart.
4. Randomly pair children to go through old magazines selecting pictures of people expressing the chosen feelings.
5. After a sufficient work period, tell pairs to sort out their faces by feelings (suggest that they also use this time to trim their cut-out faces).
6. Taking turns, feeling by feeling, pairs glue their cut-out faces to the Feelings Chart. (To be sure everyone is able to make a contribution, you may have to set a limit on the number of faces each pair can place on the chart for each feeling. This should encourage them to be more selective in their choices.)

Variation:

Small groups of students could make their own Feelings Chart rather than a large classroom chart.

*

Happy	Sad	Angry	Frightened	Proud

Art
Social Studies

Grade 3

TITLE: FEELINGS COLLAGE

GOAL:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To encourage students to work together with another student or with a group of students.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Children make collages of faces, grouping those that show the same feelings, as a vehicle for identifying feelings and discussing instances when they experienced those feelings.

MATERIALS: Free-form shapes, approximately 8"x 12", of tagboard for each group (see #5 below); glue, old magazines or pictures brought from home.

PROCEDURE:

1. Read the poem "Faces" and tell the children that they are going to make a picture collection of faces that show how people feel at different times.
2. Have children name some feelings (anger, happiness, etc.) and show with their faces how they think they would look if they felt that way.
3. Make a list of feelings. Have each child take the list home and use it to identify, cut out, and bring back magazine faces that illustrate as many feelings as possible.
4. Ask the class to identify the feeling(s) shown by each illustration. Sort the pictures into piles that illustrate each feeling identified. This can be done in small groups.
5. Divide into small groups to match the number of feelings identified and illustrated.
6. Demonstrate how to make a collage. Have each group complete a collage with the faces available for their feeling name.
7. Write label on the back of each collage and hang as mobiles or label and display on a bulletin board with the poem "Faces" by Joyce King.
8. Encourage children to relate their own experiences: e.g. "Yes, I was so angry when....." "Boy, was I glad when....."

Art
Social Studies

Faces

I painted a face
That was angry
I painted the mouth
In a frown

I painted a face
That was puzzled
I painted the head
Upside down

I painted a face
That was curious
I painted the eyes
Large and bright

I painted a face
That was sad
I painted it all
Dark as night

I painted a face
That was proud
I painted the chin
Straight and high

I painted a face
That was happy
I painted a gleam
In the eye

"Faces" by Joyce King from IMAGINE THAT! by Joyce King and Carol Katzman.
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Grade K

TITLE: RESPOND-A-STORY

GOALS:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Children think about the feelings of others and respond to various situations in familiar children's books using their sad/glad faces.

MATERIALS: Children's book, Sad/Glad face stick puppet made in previous lesson.

PROCEDURE:

1. Choose a book from the list suggested below or another favorite which will elicit both positive and negative responses.
2. Explain that you will stop from time to time, as you read the story, to ask the children how they think a particular character feels.
3. Read the book and give children opportunities to respond.
4. Follow the story with a discussion of feelings and how they are caused.

Suggested book list:

1. Best Friends by Miriam Cohen
2. Will I Have a Friend? by Miriam Cohen
3. Gladys Told Me to Meet Her Here by Marjorie Weinman Sharmat
4. Best Friends by Myra Berry Brown
5. The Hating Book by Charlotte Zolotow
6. The Quarreling Book by Charlotte Shapiro Zolotow
7. Scram, Kid! by Ann McGovern
8. A Bargain for Frances by Russell Conwell Hoban
9. Let's Be Enemies by Janice May Udry
10. The Ant and the Elephant by Bill Peet
11. I'm Terrific by Marjorie W. Sharmat

Oral Language
Social Studies

Grade 1

TITLE: SAD/GLAD

GOAL:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To increase students abilities to respond appropriately and/or initiate communication on topic.
3. To increase students abilities to recognize that one's behavior affects others.

ABSTRACT: Children learn that the way in which they speak affects the response of others to them as they role-play randomly-drawn situations and see the response of their peers using the Sad/Glad faces.

MATERIALS: Name Sticks, box of situation slips (see below), Sad/Glad face stick puppet made in earlier lesson for each child and the teacher.

PROCEDURE:

1. Discussion:
    a. What are things you may have said recently that made others sad and unhappy or glad and happy?
    b. What are things others have said to you that made you happy or unhappy?
2. Randomly choose a child for each turn using name sticks. Permit the child to decline or postpone a turn.
3. The child draws a situation slip and responds to the questions. "How can you talk to your friends about this? What would you say?"
4. The listeners then respond to the speaker with the Sad/Glad faces.
5. Ask the class members--
    a. What made you decide to show us the glad or sad face?
    b. Did ______'s tone of voice make a difference in your feelings?
    c. What could we do to turn the puppets around?
    d. Do you have a way you'd like to tell us that would let us use our happy faces?

SITUATIONS: (Print or type on slips of paper.)

1. Someone has been teasing you.
2. You do not want your friend to help you.
3. You saw someone teasing your classmate.
4. You have been embarrassed .
5. The children around you aren't taking turns.
6. Someone embarrassed your friend.
7. Your friends have been ignoring you.
8. The other kids aren't playing fair.
9. Someone has been telling secrets and not letting you hear.
10. You are not invited to a friend's party.
11. Your friend isn't invited to a party you are.
12. Your want to join a group or game.
13. You don't like the names you have been called.
14. You want someone to leave you alone.

Oral Language
Social Studies

Grade 2

TITLE: GOOFY GLASSES

GOAL:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Children wear "goofy glasses" that "make them see the world" in only a happy/glad way while they practice changing negative comments to positive ones.

MATERIALS: A pair of rose-colored "glasses" for each child made from tagboard, using the pattern provided, and pipe-stem cleaners for ear pieces; a puppet to say the negative statements (witch, grouchy person, etc.).

PROCEDURE:

1. Before the activity, each student will cut out his/her pair of glasses.
2. Explain that when we wear these glasses we see our world in only one way. We are going to pretend that we can see the world in only a happy/glad way.
3. The teacher will make a negative, teasing statement (by using a hand puppet) which children must--wearing their rose-colored glasses--translate into a positive form.
    a. Someone got a new haircut. I might say, "Oh, look __________ got run over by a lawn-mower." But, you could say it better......
    b. What a goof! You broke your arm falling out of bed. What would you say?
    c. Someone got new braces. I said, "Look at those (tinsel teeth, railroad tracks or whatever the current slang is for braces) _________ has in his/her mouth. Who has a better thing to say?
    d. Someone just got new glasses and I called them "four eyes." Would you say that? What would you say?
    e. Someone just tripped and fell. I said, "Can't you chew gum and walk at the same time?" What would be a nicer thing to say?

4. Discussion:

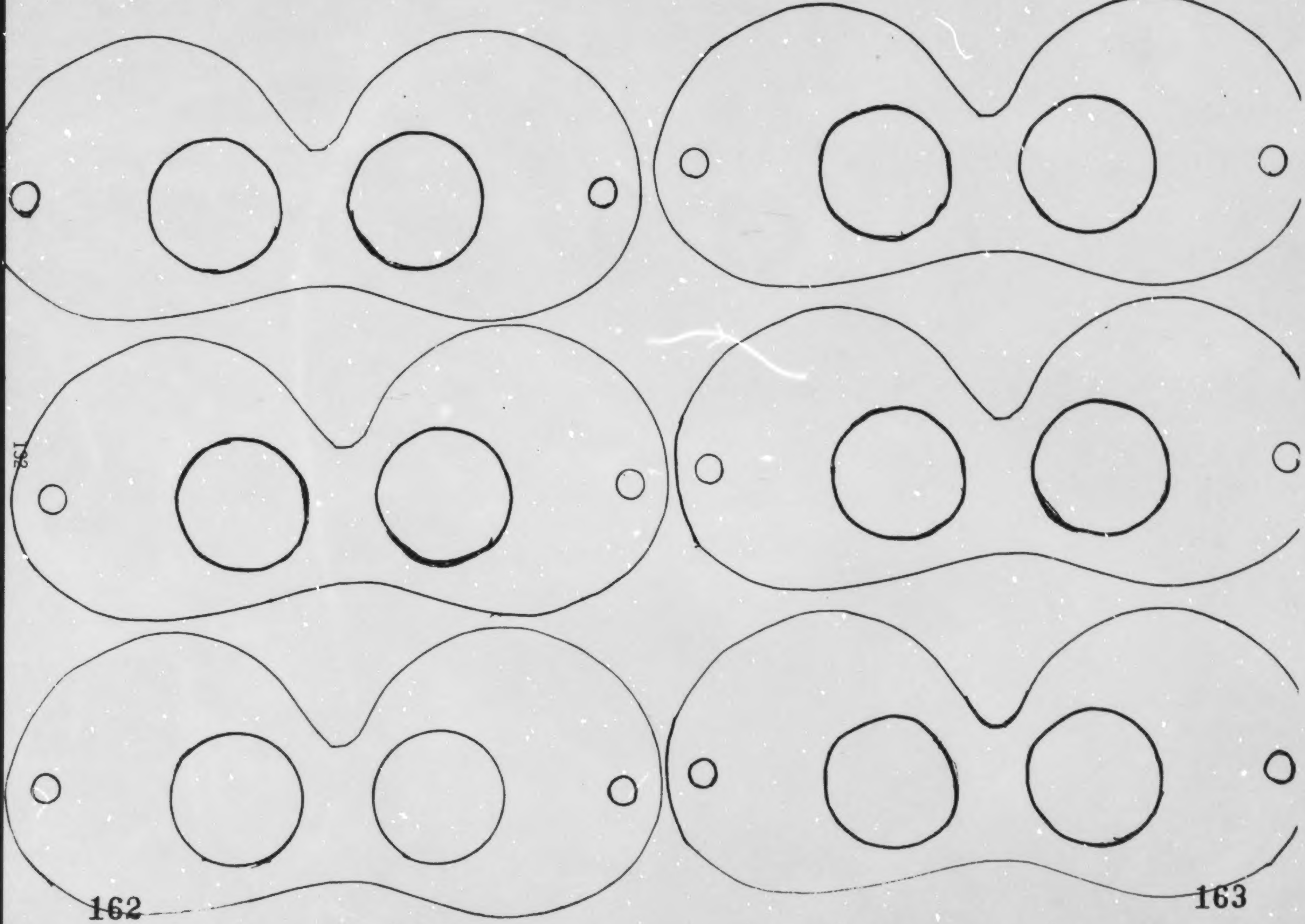
   a. Is there ever a time when you can tease someone and not hurt their feelings?

   b. How do you feel when you are teased? Does anything make a difference?

NOTE: While the "goofy glasses" are being worn, you may want to do "Spider Web" again using positive comments.

Oral Language
Social Studies

GOOFY GLASSES



Grade 3

TITLE: FEELINGS FACES

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
3. To increase students'abilities to recognize that one's behavior affects others.

ABSTRACT: Children wear masks made to illustrate feelings as they role-play common playground and classroom situations.

MATERIALS: Large paper bags, colored paper scraps, crayons, marking pens, paper cups, tape, glue, scissors.

PROCEDURE: * Plan two periods--one for initial discussion and mask-making and another for role-playing. It may take longer.

1. Discussion:
   a. "Sometimes I hear you say, 'that hurt my feelings' or 'her feelings were hurt.' What are feelings?"
   b. "What makes you think a person is happy? How does it feel when you are happy? How do you act when you are happy?" (You may want to refer to the collages made earlier.)
   c. Elicit answers to similar questions about being sad, unhappy, angry, lonely, frustrated, glad, afraid, embarrassed, etc.
2. Decide on the number of feelings-masks to make.
3. Randomly divide class into small groups to work cooperatively on paper bag masks that will illustrate each feeling. You may want to have two masks for each feeling chosen to facilitate role-playing. (Cut out holes for eyes ahead of time.) It is helpful to discuss what kind of features can be used for different emotions and illustrate them on the chalkboard.
4. Follow-up:

   Role-play situations wearing the "feelings-faces."
   (Ex. "Someone made me feel this way when...." or
   "I made __________ feel ___________ when....")

Art
Oral Language
Social Studies

Grades K - 1

TITLE: BEAR HUGS

GOAL:

1. To increase students' abilities to participate more frequently and more equitable in small groups and in classroom communications.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
3. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Children are given the opportunity to explore the meaning of "positive" as used in "saying something positive" and to reinforce positive behavior in each other by writing positive comments on a "Bear Note."

MATERIALS: "Bear Notes" (see patterns following), box to put written notes in, poster or bulletin board, if desired.

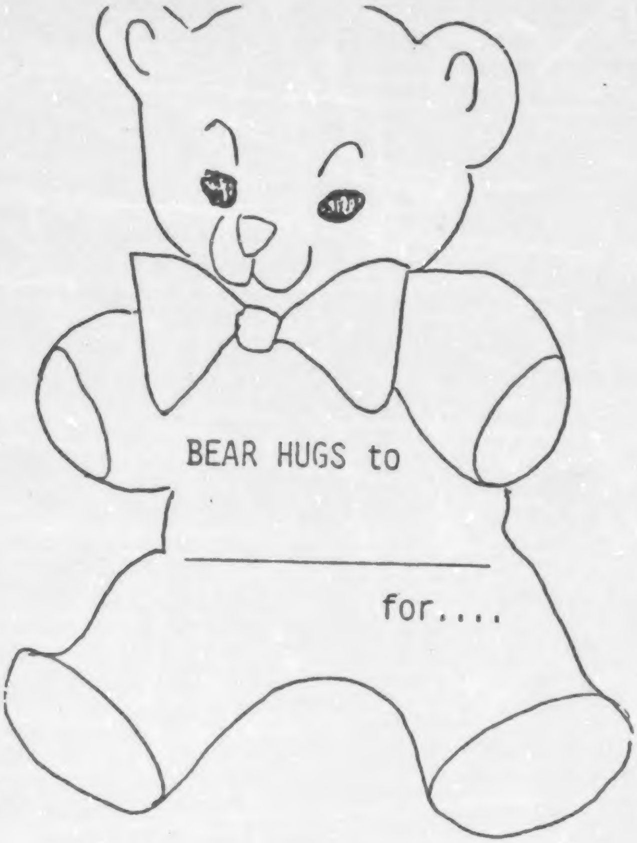
PROCEDURE:

1. During a preliminary discussion, ask for examples of positive comments or "saying something positive" about a classmate. Call children up and demonstrate a "bear hug." How does it make you feel? Relate the verbal comment to the bear hug in terms of making people feel good.
2. Demonstrate the process by writing a positive comment about a student's behavior you have observed. Emphasize that the comments are to be records of observed positive behavior.
3. As a child thinks of a positive thing to say about another, she/he will write (or dictate) it on a "Bear Note" and drop it into the box. (A "Honey Pot" has been made of laminated tag board by some teachers as a container for the "Bear Hugs.")
4. A weekly session is provided for reading aloud the compliments--the Bear Hugs.

NOTE: It may be well to keep the writers' names anonymous. The teacher will want to monitor the process secretly to be aware of any children not being given "Bear Hugs" and to make sure those children are included by putting an appropriate "Bear Note" in the box.

For variation a "traveling bear" (small stuffed animal) can be used for one student a day who has done most cooperative or positive things for the day.

* One way to insure whole-class participation is to write each child's name on a "Bear Note." Put the "Bear Notes" into a paper bag and have the children draw one out. While the children color the bears, the teacher (and aide or cross-age tutor) writes down a positive comment dictated by each child about one whose name he/she has drawn. Read the notes aloud and give them to each child to take home.


BEAR HUGS to
____
for....

BEAR HUGS to
____
for....

BEAR HUGS to
____
for....

BEAR HUGS to
____
for....

TITLE: CHOO-CHOO DODGE BALL

GOALS:

1. To encourage children to interact positively with classmates.
2. To encourage students to work together with another student or a group of students.

ABSTRACT: Cooperation is essential to protect the "caboose" in this adaptation of dodge ball.

MATERIALS: Dodge ball.

PROCEDURE:

1. Explain the difference in rules between this and regular dodge ball. Emphasize the need for all train members to cooperate in order to protect the caboose.
2. Establish the procedure that a player who earns a second turn chooses someone who has not played yet to be the new "caboose."
3. Play the game.
    a. Form a circle as in regular dodge ball.
    b. Choose 4 or 5 children to stand in the center. The children line up one behind the other, hands on the child's waist in front. The person in front is the "engineer," the next are "cars," and the last one is the "caboose."
    c. The ball-throwers aim only for the "caboose," while the rest of the "train" tries to protect him/her by keeping between the caboose and the ball or by kicking the ball out of the circle if it comes to them.
    d. The members of the "train" cannot let loose or let the train come apart.
    e. Whoever hits the "caboose" (below the waist) with the ball goes into the circle and becomes the new "caboose" while the "engineer" returns to the circle and the other members of the "train" each move up one place.
4. Afterwards, discuss how the game went.
    a. Was this a hard or easy way to play dodge ball? Why?
    b. How did cooperation help?
    c. What would make this game even more fun?
        1) More cooperation between "train" members?
        2) More cooperation between ball throwers?

TITLE: NAME YOUR GAME

GOAL:

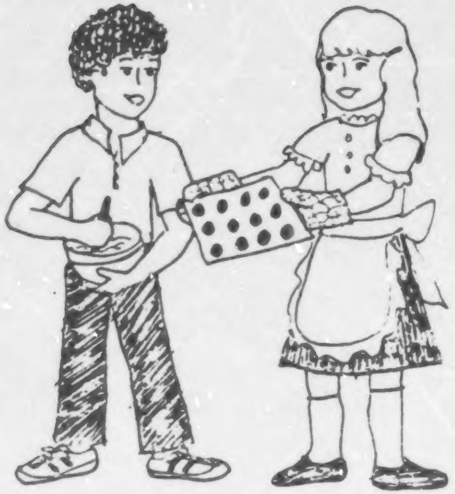
1. To encourage students to initiate and develop friendships with their classmates.
2. To encourage students to accept differences and recognize similarities within a group of students.

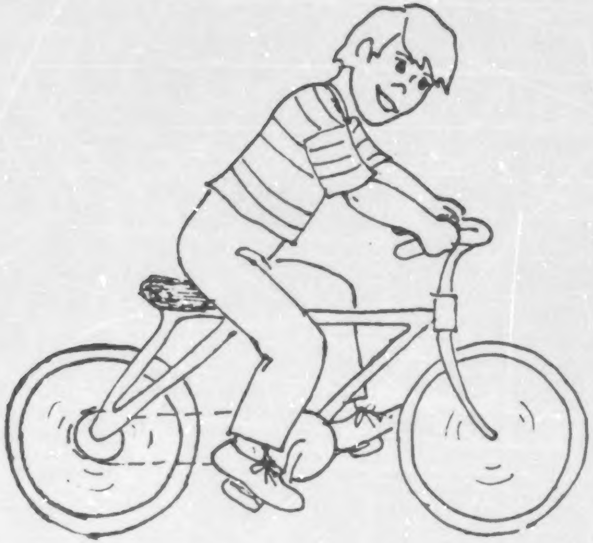
ABSTRACT: Choosing favorite games provides an opportunity for children to see others they may not have noticed who share their interests.

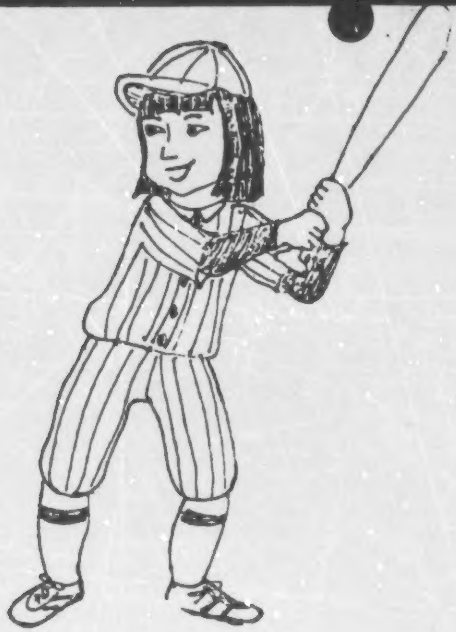
MATERIALS: Series of posters (12" x 18" or larger) on which pictures of children participating in various activities are shown, e.g. reading, soccer, jump rope, cooking, etc.

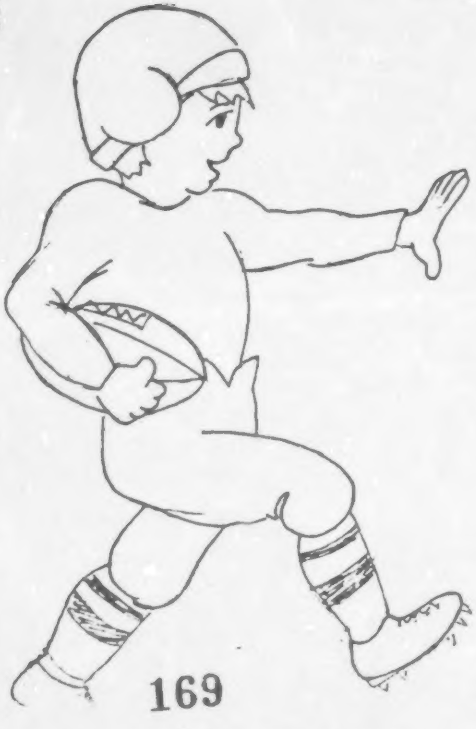
PROCEDURE:

1. Display a picture poster. The illustrations on the following pages may be used.
2. Ask the class, "Who does this picture remind you of? Have children not name themselves but identify others.
3. As a child is identified she/he comes up and signs his/her name under the picture.
4. Allow 5 to 6 students per poster to be named. After all pictures have been displayed and discussed, allow those students who were not named to sign under one of the posters.
5. Discussion:
   a. Were you surprised to see some of the names with yours under the same picture?
   b. Do all your friends enjoy the same things?
6. Display the posters for a time so that the children can identify others who enjoy the same things they do.









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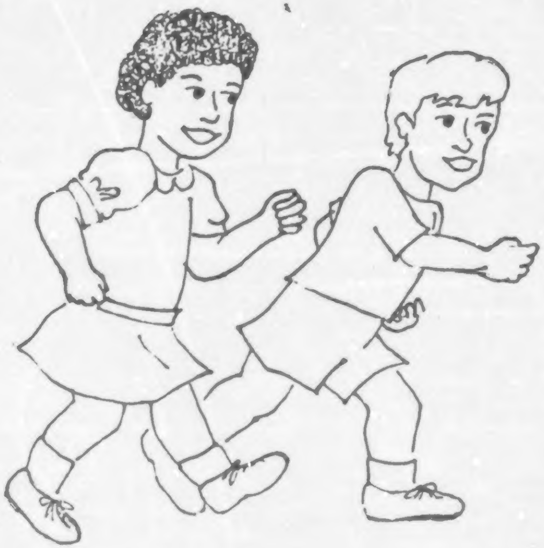

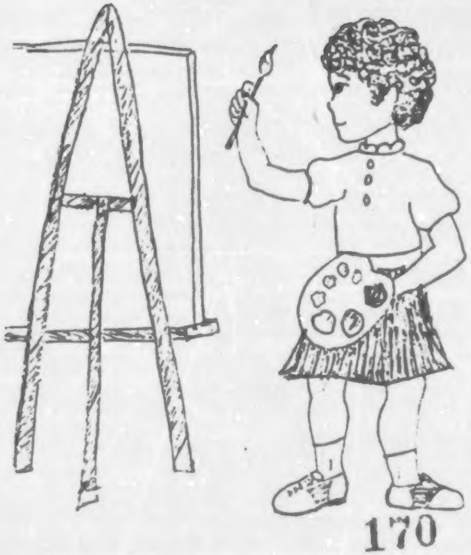

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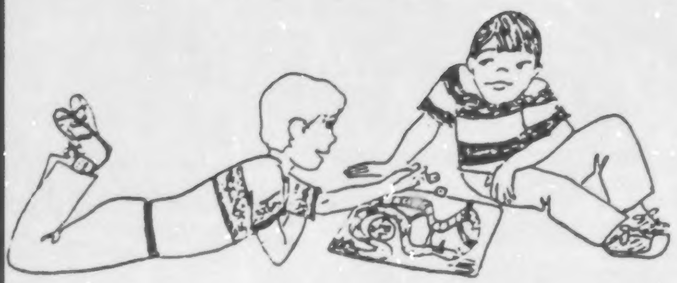

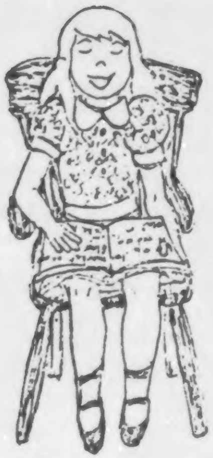

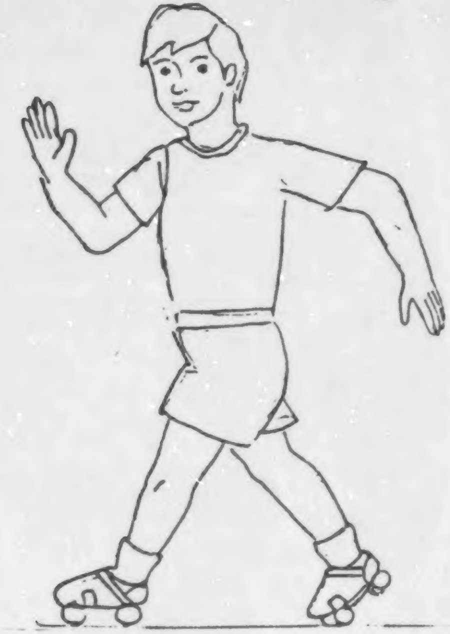

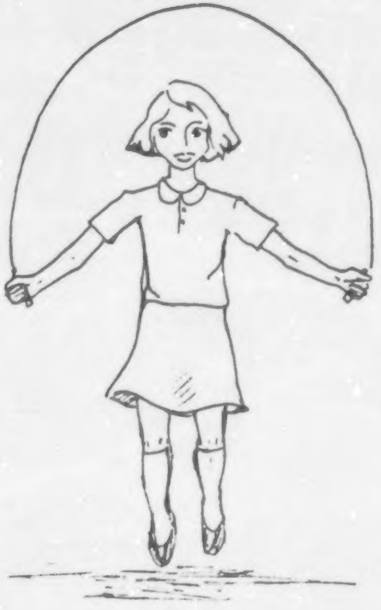

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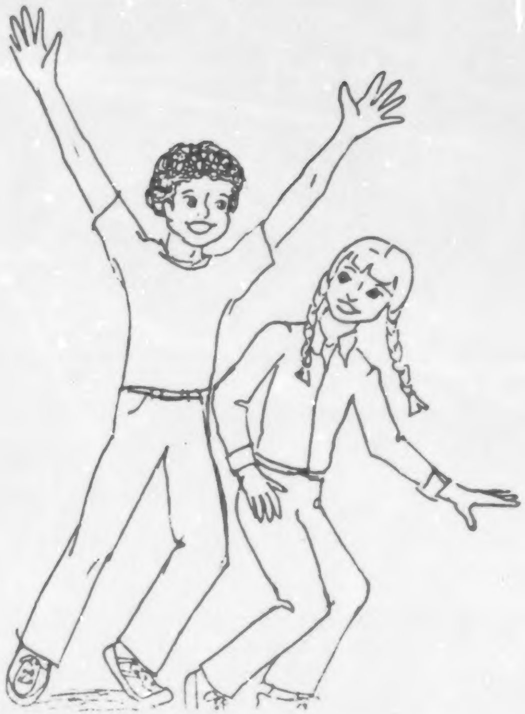

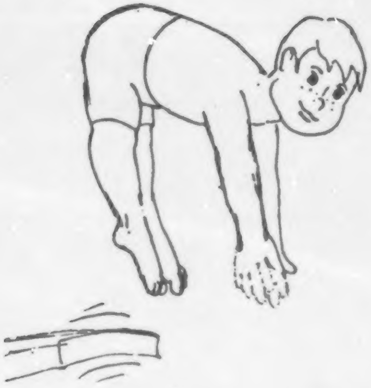

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TITLE: FOLLOW THE YELLOW BRICK ROAD

GOAL:

1. To encourage students to initiate and develop friendships with their classmates.
2. To encourage students to interact positively with classmates.
3. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: Given a list of positive adjectives, students choose an appropriate one for each classmate.

MATERIALS: Class list for each child (place it above bricks before making master), "adjective bricks" worksheet (run on yellow paper), envelopes with children's names, yellow brick road worksheets, glue.

PROCEDURE: NOTE: Most classes need to stop after the "bricks" are distributed. Children may then paste their "bricks" onto their worksheet and color it at a later time. The discussion can be scheduled when all, or most, are finished.

1. Discussion:
   - a. We use adjectives to describe people.
   - b. One way to compliment or say something nice to a friend is by using adjectives. Example: Today you will have an opportunity to say nice things to your classmates.
2. Give each child a list of classmates and an "adjective brick" worksheet. Make sure they can read all the names and adjectives.
3. Children are to choose a "brick" to cut out for each classmate. As bricks are cut out, they should write the name of a classmate on the back and cross the name off the class list.
4. Children then deliver bricks to appropriate envelopes. (These can either be taped on individual desks or in some other designated place in the classroom.)

NOTE: It might be wise to have children make several deliveries, 5-6 bricks at a time, rather than the whole class load at once!

5. When all adjectives have been chosen and delivered, each child retrieves his/her own envelope, glues the bricks to the "road worksheet," and colors the background.
6. Discussion:
   - a. What "bricks" pleased you the most?
   - b. Was it fun to say nice things this way?

(place class list here)

caring	caring	fair	fair	cute	cute
friendly	friendly	fun	fun	helpful	helpful
happy	happy	kind	kind	good sport	nice
nice	nice	polite	polite	neat	neat
smiling	smiling	smart	smart	strong	strong
thoughtful	thoughtful	super	super	pleasant	pleasant
honest	honest	cooperative	cooperative	cheerful	cheerful

TITLE: SUPER STOCKING STUFFER

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to develop skills needed for healthy interpersonal relationships.

ABSTRACT: When this holiday-related lesson focused on positive statements is completed, each student has a "stocking-full" of positive comments written by his classmates.

MATERIALS: Student-made construction paper stockings mounted on bulletin board, dittoes with names of class members in the "To" blanks and spaces for positive comments. (May want to make stockings that are stitched together.)

PROCEDURE:

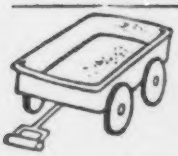
1. Discussion: (If children have had previous exposure to Project C.L.A.S.S.)
    a. Review experience with Bear Hugs.
    b. Why is it important to say nice or positive things about people?
    c. How do you feel when people say positive things about you?
    d. What are examples of positive things we might say about the students in our classroom? Let's brainstorm a few ideas. (Try to elicit a variety of specific statements.)
2. Give each child a packet of dittos on which you have filled in the names in the "To" blanks. By arranging your packets so that the pages are in different orders, each child should receive some positive statements each day.
3. After each child writes a positive statement for each person on one page, the strips are cut apart and inserted into the stockings.
4. Repeat daily until each child has written one positive statement about each of the students.
5. Discussion:
    a. Did you like writing nice things to people?
    b. How did you feel when you read what your friends wrote to you?
    c. What did you especially like about the comments you found in your stocking?

To: ____________________ From: ____________________

To: ____________________ From: ____________________

To: ____________________ From: ____________________

To: ____________________ From: ____________________



To: ____________________ From: ____________________

To: ____________________ From: ____________________

TITLE: MUSICAL PAINTING

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Cooperative work on a group painting; listening skills are stressed as children listen to recorded music and paint when the music stops.

MATERIALS: Two long tables, placed end-to-end and covered with butcher paper, container of paint and large brush for each child, and music.

PROCEDURE:

1. Discussion:
   a. What do we mean by cooperation?
   b. How do we cooperate in our class? (Sharing, tying shoes for others, helping, etc.
   c. We are going to cooperate in another way. We will all work together on one large project.
2. Activity: (This is more easily done with one-half class at a time.)
   a. When the music starts, each child takes a container of paint and walks slowly around the table. When the music stops, each child paints his/her choice of shapes on the paper. (The teacher may give directions: "Everyone paint a circle..., square..., connect two shapes...," etc.
   b. Play the music again, long enough for the children to walk a few steps, then stop for another painting break.
   c. Repeat until the paper is full.
   d. Let dry and display.
3. Post-discussion:
   a. Did just one of us make our painting? A few? All?
   b. What other kinds of things can be special when each one of us helps? (games, songs, etc.)

TITLE: CRAZY QUILT

GOAL:

1. To encourage students to accept differences an recognize similarities within a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Cooperation and appreciation of each other's contributions are emphasized in this group art activity.

MATERIALS: White butcher paper cut into crazy-quilt-like pieces, (Hint: number and mark pieces on the back to guide you in reassembling the parts of the quilt.) crayons.

PROCEDURE:

1. Show the children pieces of fabric or look at children's clothing to illustrate all-over patterns and the differences in them.
2. Discuss making quilts; describe memory quilts, made of fabric in favorite shirts and dresses, and "crazy" quilts.
3. Give each child a "quilt piece" of blank paper with instructions to create their own design on the un-numbered or blank side of the paper.
4. Ask the children to bring their papers and sit in a circle. Ask for each piece in order and tape them together. Turn the "quilt" over to show the children how their individual "patches" are included in the whole.
5. Discussion:
   a. How did we cooperate in this task?
   b. What would happen if we didn't all do our part?
   c. (Be sure to include pieces for absent children.) How do we know some of our people weren't here to help?

NOTES:

Some teachers have cut up an old sheet, ironed in the children's crayoned designs, and made it into a real quilt.

This activity could be done in an art center after the initial discussion. Be sure to have the debriefing discussion when the pieces have been assembled.

Art
Social Studies

TITLE: ASSEMBLY LINE

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Cooperation by doing one's own task as a part of contributing to a group project is modeled by a class "assembly line" making a specified product through a designated series of steps. More are made than the number of participants so each child may have one.

MATERIALS: Patterns for each station (see following pages), construction paper, glue, rulers, pencils, sound filmstrip, "Teamwork in a Toy Factory" from Career Development for Primary Graders, EMC Corp., St. Paul, Minnesota, if available.

PROCEDURE:

1. Show filmstrip if available to explain "assembly line." Provide as much background as needed to clarify the concept.
2. Explain that the class is going to work on an "assembly line" and that an object will be made--one for each child. Emphasize that each child will have a specific job and that it is important to do that job well and as quickly as possible.
3. Discuss the importance of cooperation in getting the job done.
4. Show the work cards and go over the tasks involved. Demonstrate each step. Show a completed sample of the project.
5. Divide the class into groups to do each step on the assembly line. (See patterns for number of groups needed.) You may want to experiment later with switching jobs.
6. Discussion:
   a. How did this activity work?
   b. What happens if one group does not pay attention or do its job?
   c. Who made this flag (or whatever object made)? Did you? Did you make all of it? Did anyone make a whole thing? No, we each did a part. What did we have to do to have a nice product like this?

NOTES: In some classes children will see a need for a "foreman" to make sure things are moving efficiently or an "inspector" to check each product. These can be useful contributions.

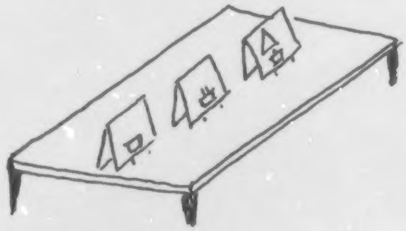
You may want to have another activity available for those who must wait initially until the items come to the end of the assembly line and for those who finish early at the beginning Some classes have compared these to factory "coffee break" times.

GENERAL DIRECTIONS FOR ASSEMBLY LINE

To facilitate a smooth lesson, advance preparation is suggested.

1. Decide upon the object to be made.

2. Make two duplicates of the 5" x 8" diagram for each station. Mount them so they will stand in the center of the tables and can be seen from each side.



3. Make any patterns or templates (to mark cutting lines for the fish, bird, etc.) that will make the task most manageable for your students.

4. Arrange tables (or workspace on the floor) so that the product-making will easily flow down the sequence of steps.

   (For a project like the Christmas tree, two "assembly lines" are effective when they come together at an assembly point.)

5. Consider the difficulty of each task when assigning the children to groups. There are some steps that are more time-consuming than others. You will want to place more children at those work stations.

6. (Very Important) Plan on more items to be made than the number of children. There is sometimes a bit of trouble with "quality control."

7. As children at each station finish their tasks, they may choose a finished product (flag, tree, etc.) and color it while waiting for the total assembly-line project to be finished.

PATTERN FOR WORK CARDS

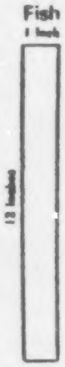
Gr. K

ASSEMBLY LINE

Group One

LINERS

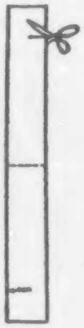
1


Fish
1 inch
12 inches

Group Two

CUTTERS

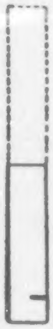
2



Group Three

FOLDERS

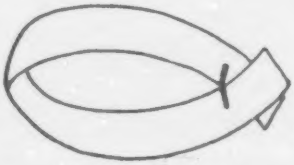
3



Group Four

FITTERS

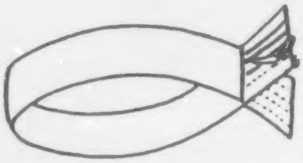
4



Group Five

FINISHERS

5



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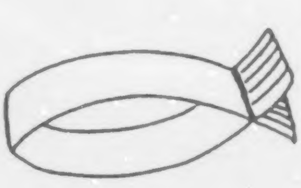
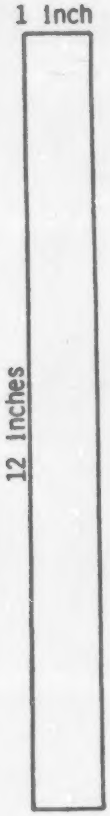


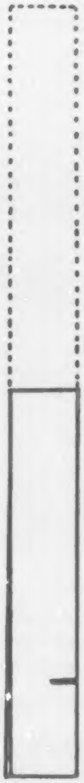
Fish

Liners

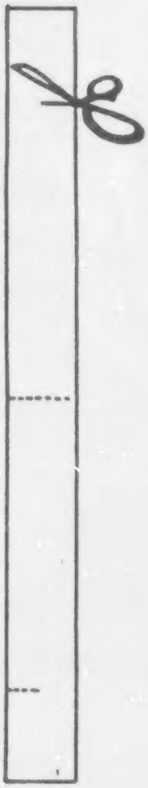
Fish


1 inch
12 inches

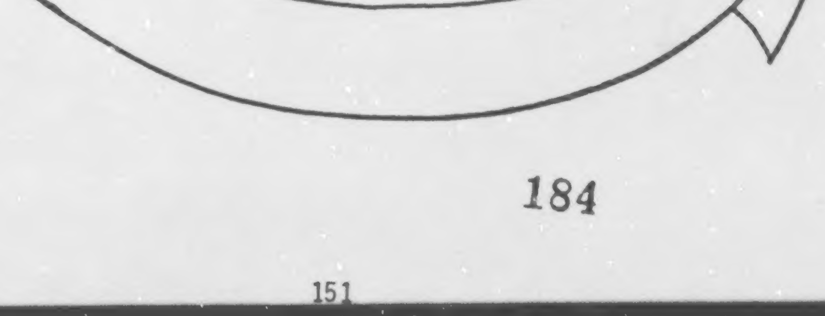
Folders



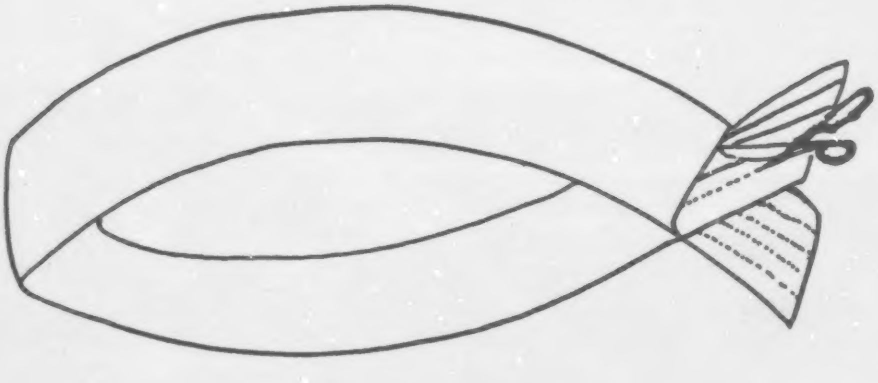
Cutters



Fitters



Finishers



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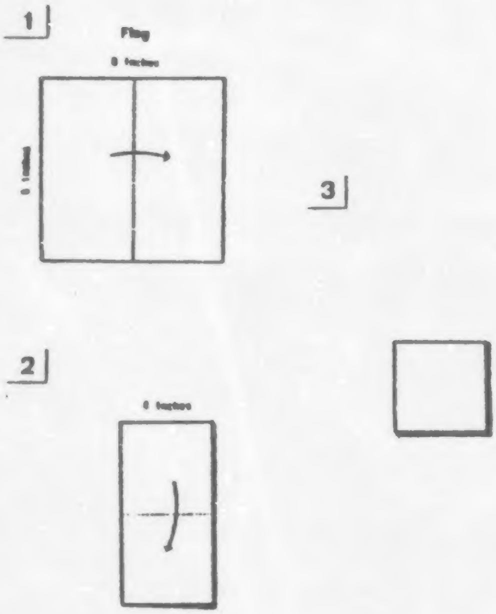
Gr. 1-2

ASSEMBLY LINE

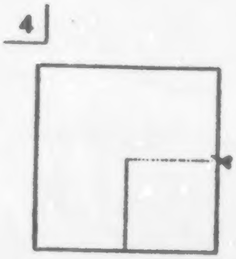
First Group

FOLDERS I


1
Flag
8 inches
8 inches
3
2
8 inches

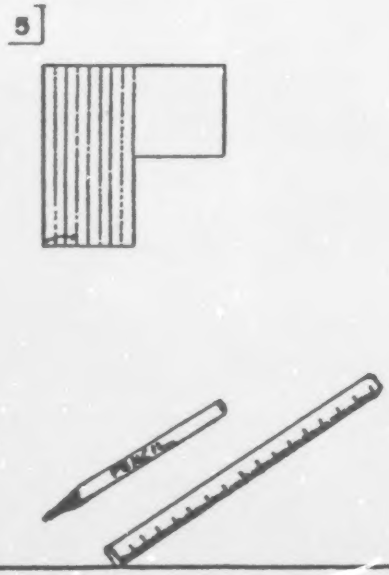
Second Group

CUTTERS



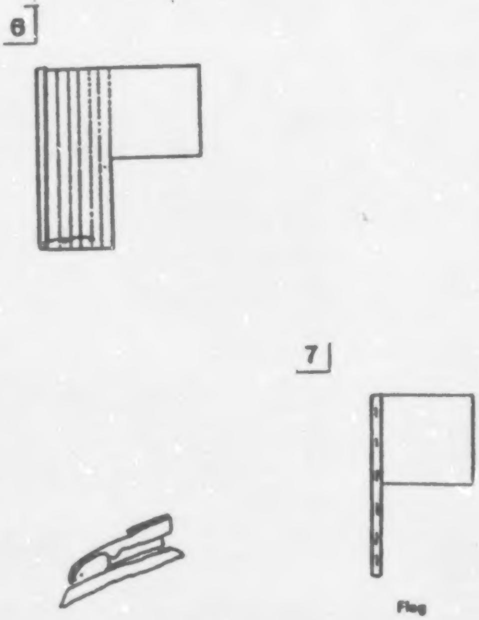
Third Group

FOLDER II

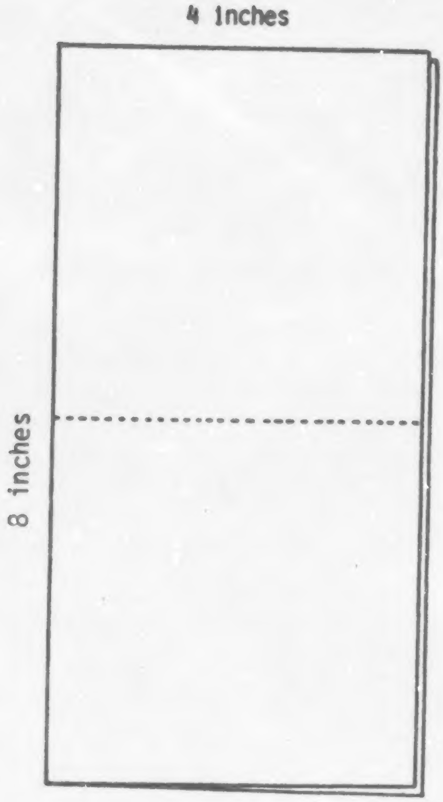


Fourth Group

STAPLERS



Folders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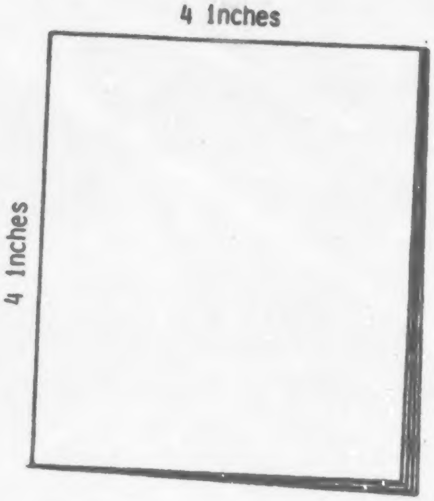
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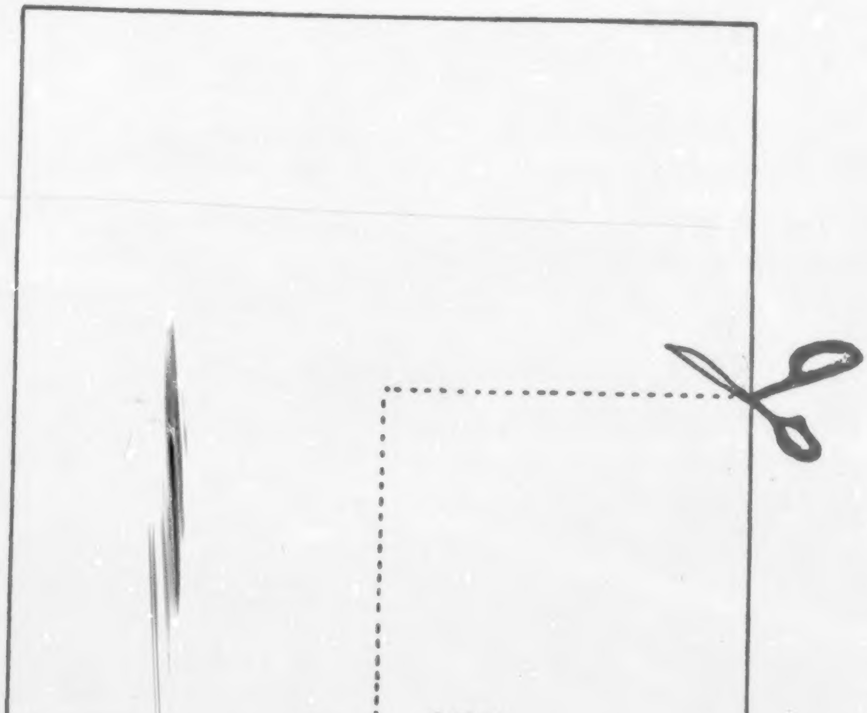
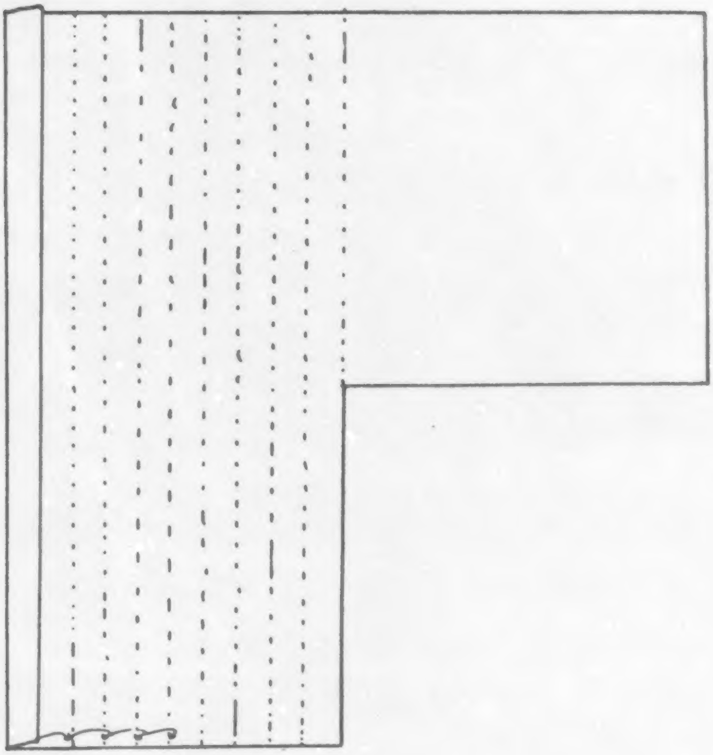
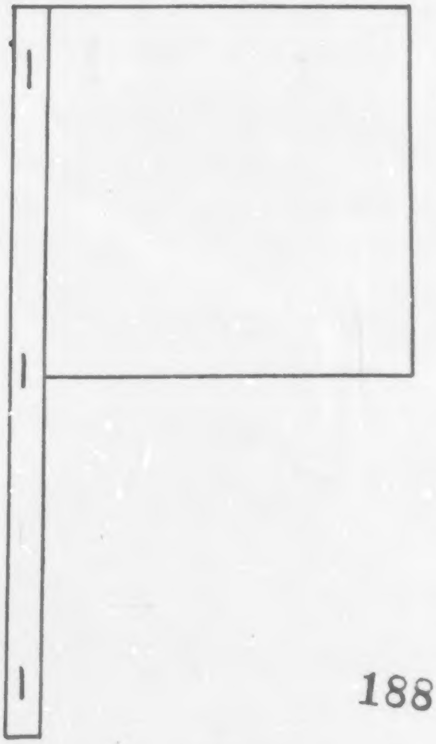
Cutters



Folders



Staplers



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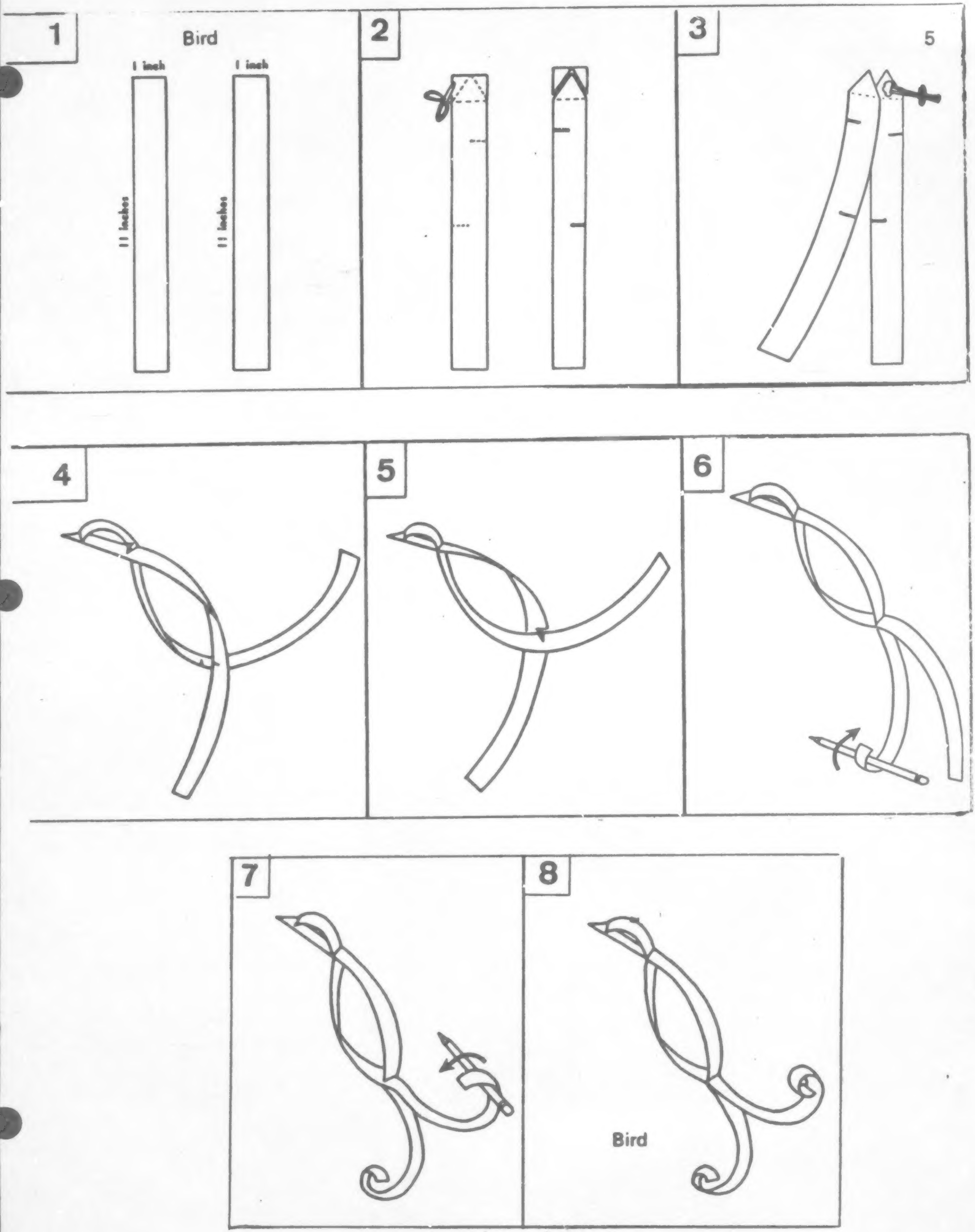
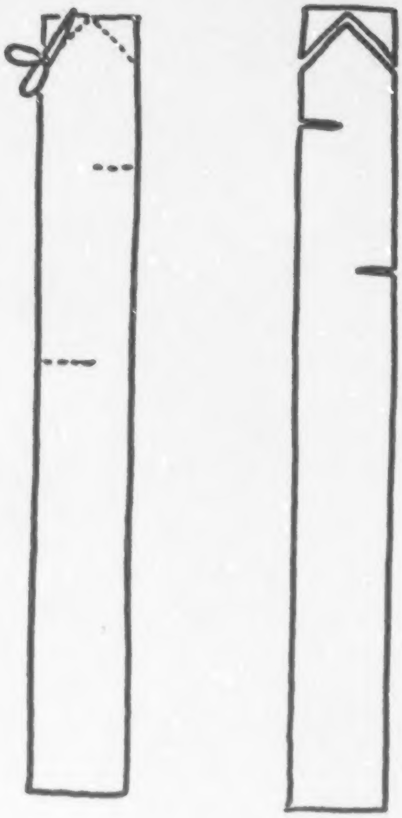
Flag

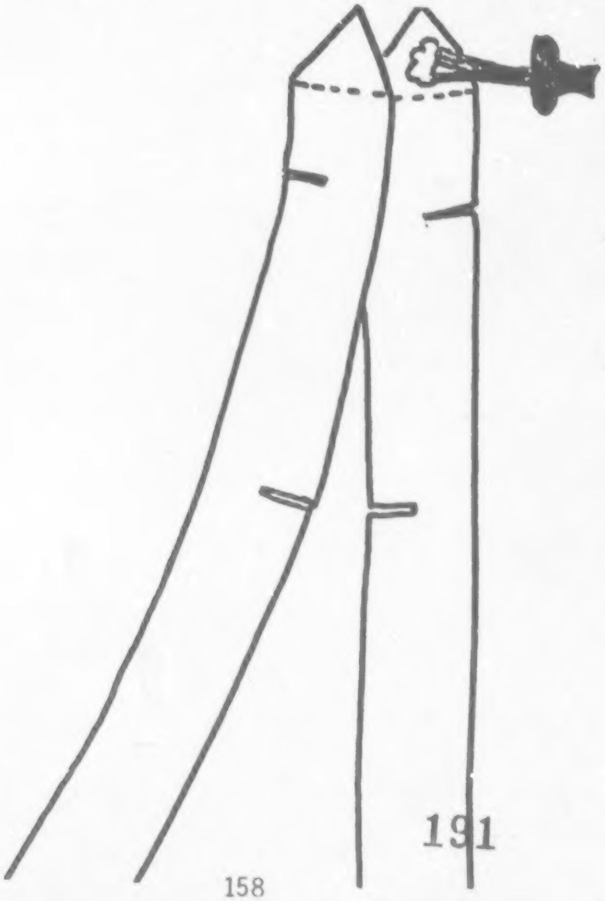

Bird
1 inch
1 inch
11 inches
11 inches
Bird

1

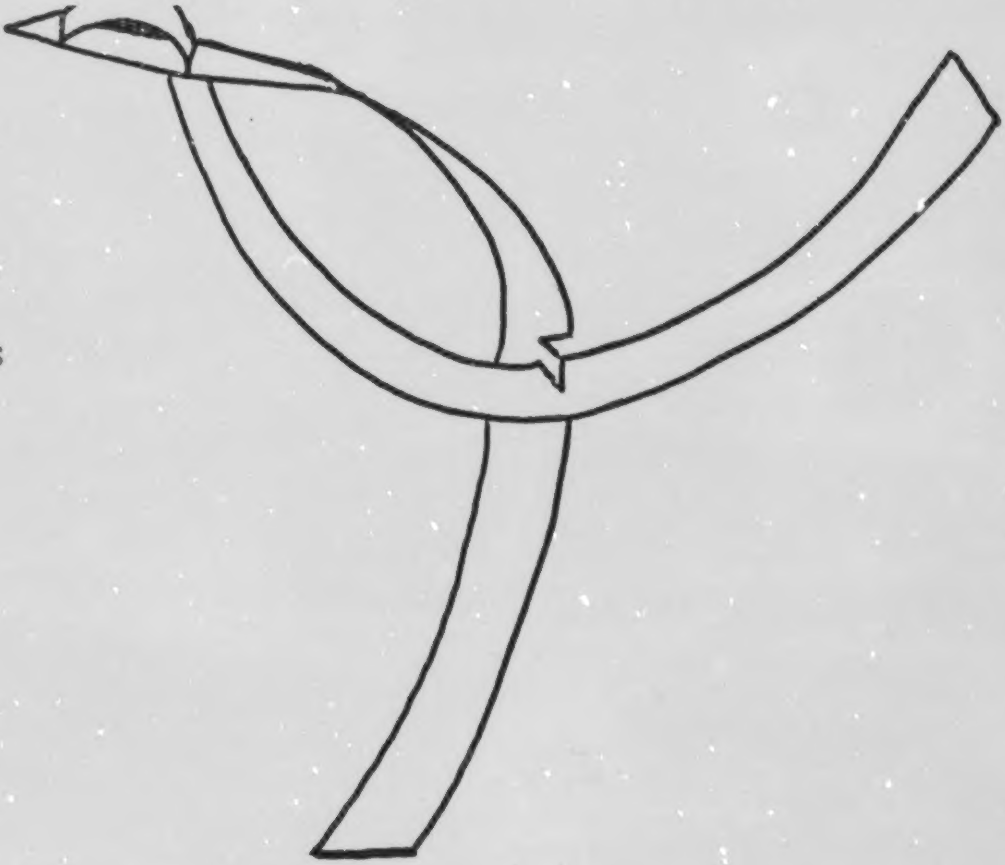
CUTTERS



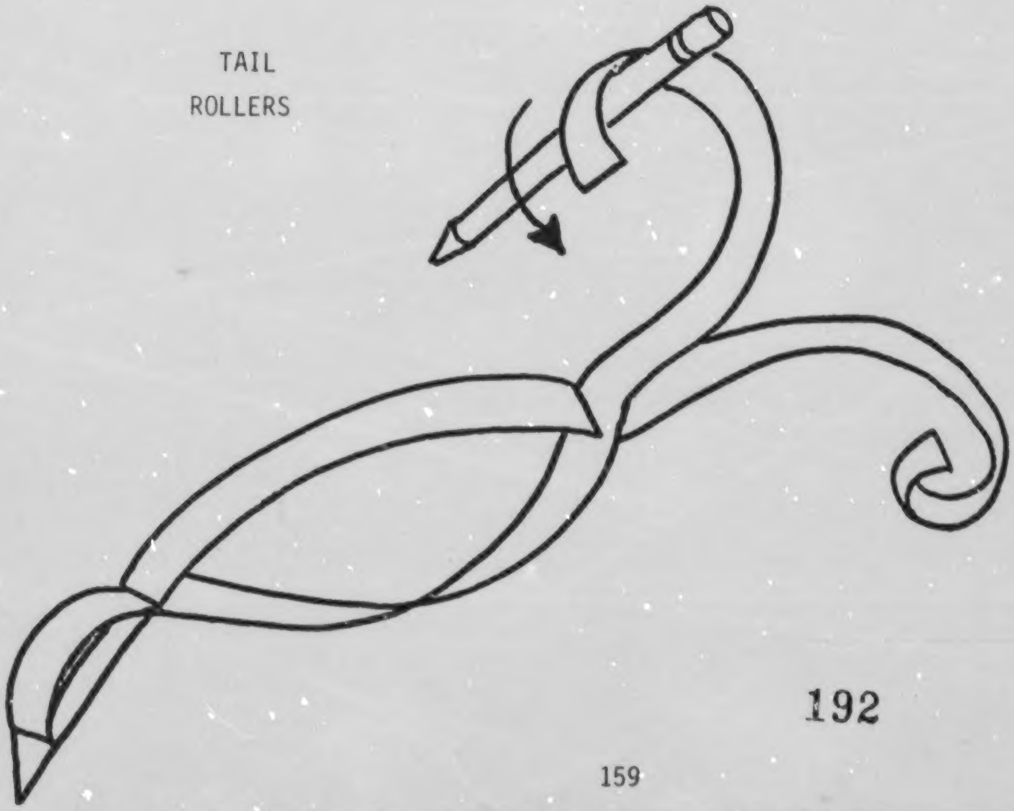
PASTERS



HEAD AND
TAIL
FITTERS

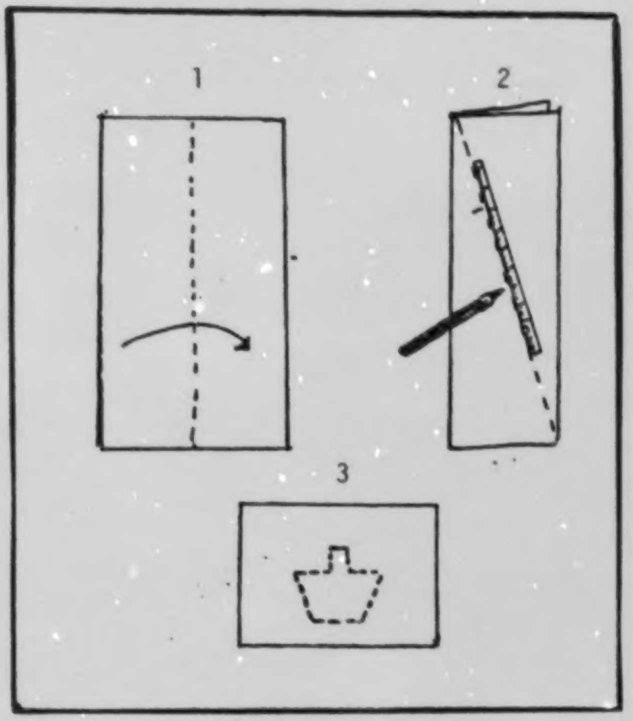


TAIL
ROLLERS

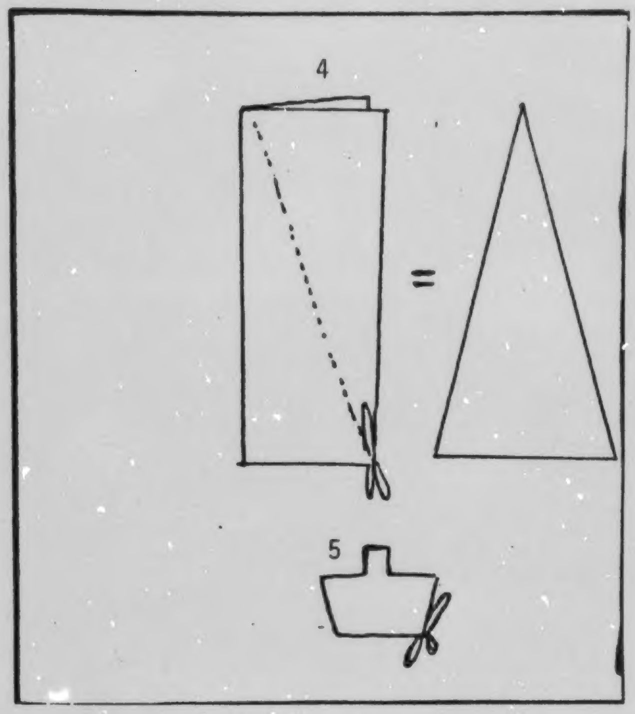


[illegible]

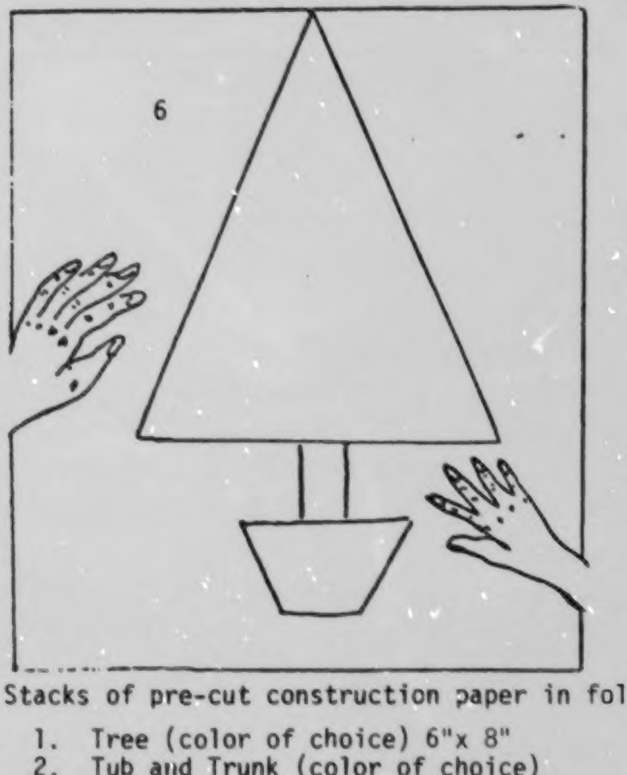
(1) Tree Folders (2) Tree Liners
(3) Tub Drawers



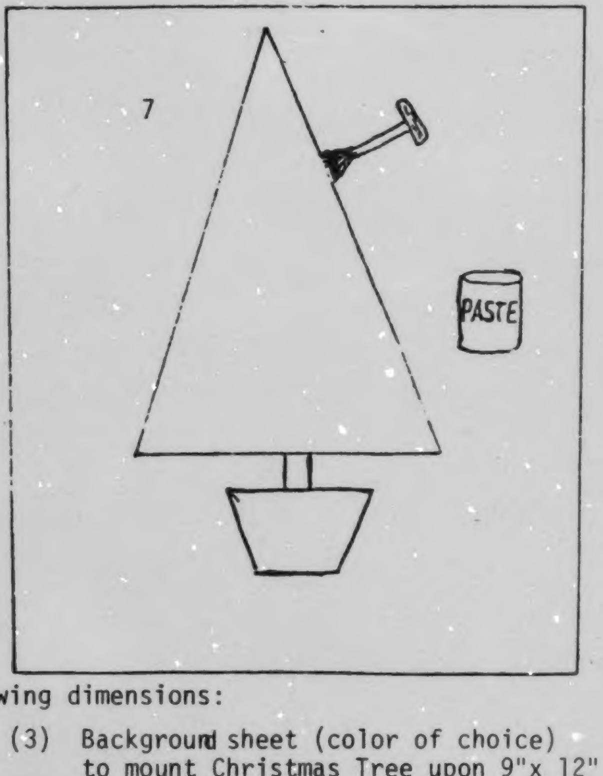
(4) Tree Cutters (5) Tub Cutters



(6) Assemblers



(7) Pasters



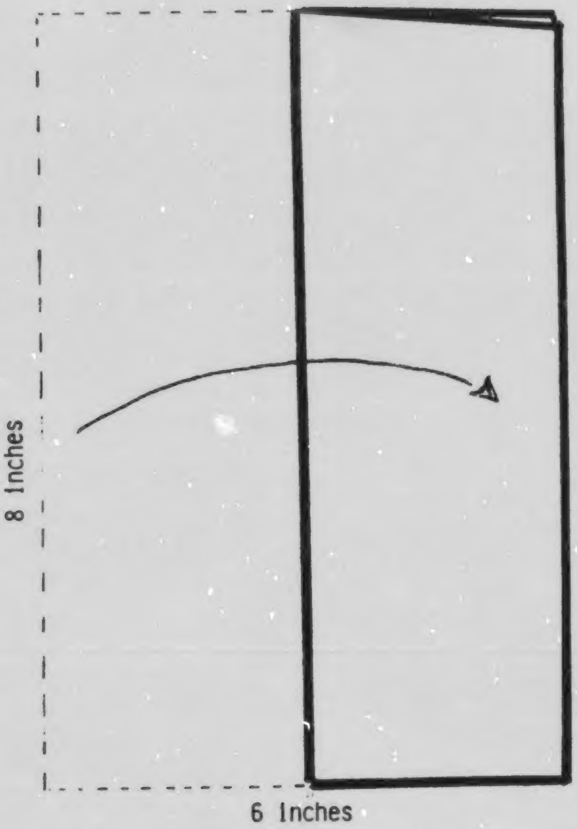
Stacks of pre-cut construction paper in following dimensions:

1. Tree (color of choice) 6"x 8"
2. Tub and Trunk (color of choice) 2 1/4"x 3"

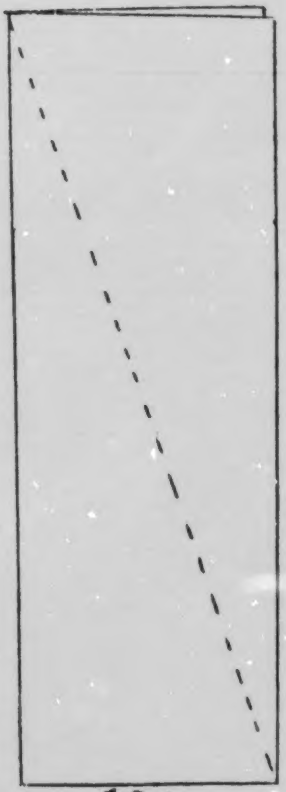
(3) Background sheet (color of choice) to mount Christmas Tree upon 9"x 12"

NOTE: Can be used for card (indoor or outdoor trees)

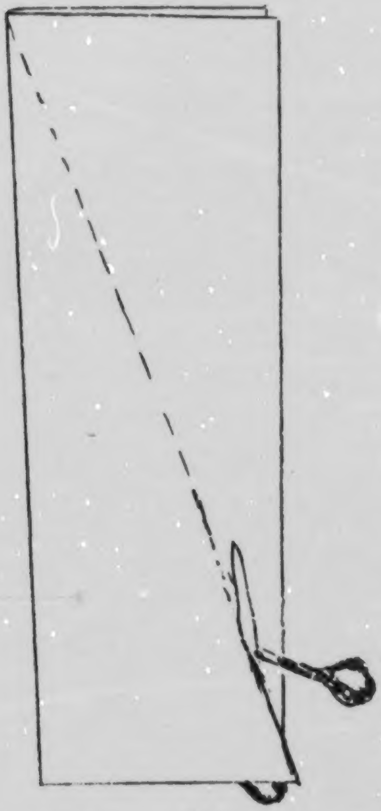
Christmas Tree Folder


8 inches
6 inches

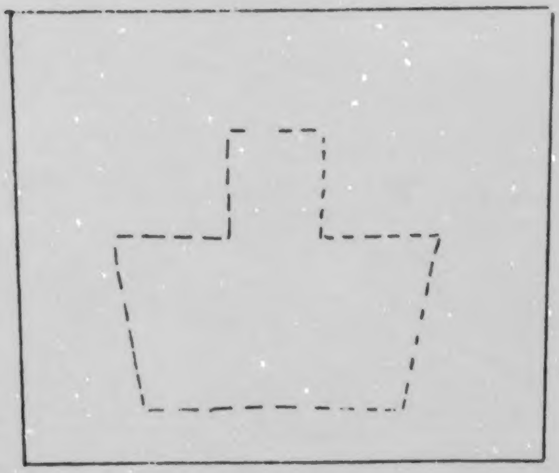
Christmas Tree Liners



Christmas Tree Cutters

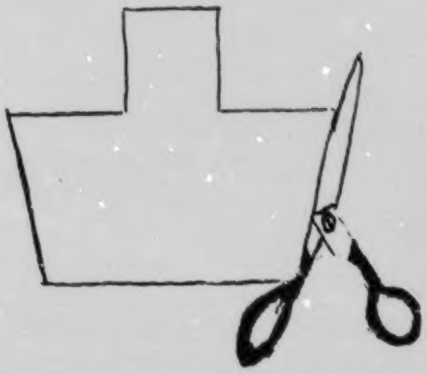


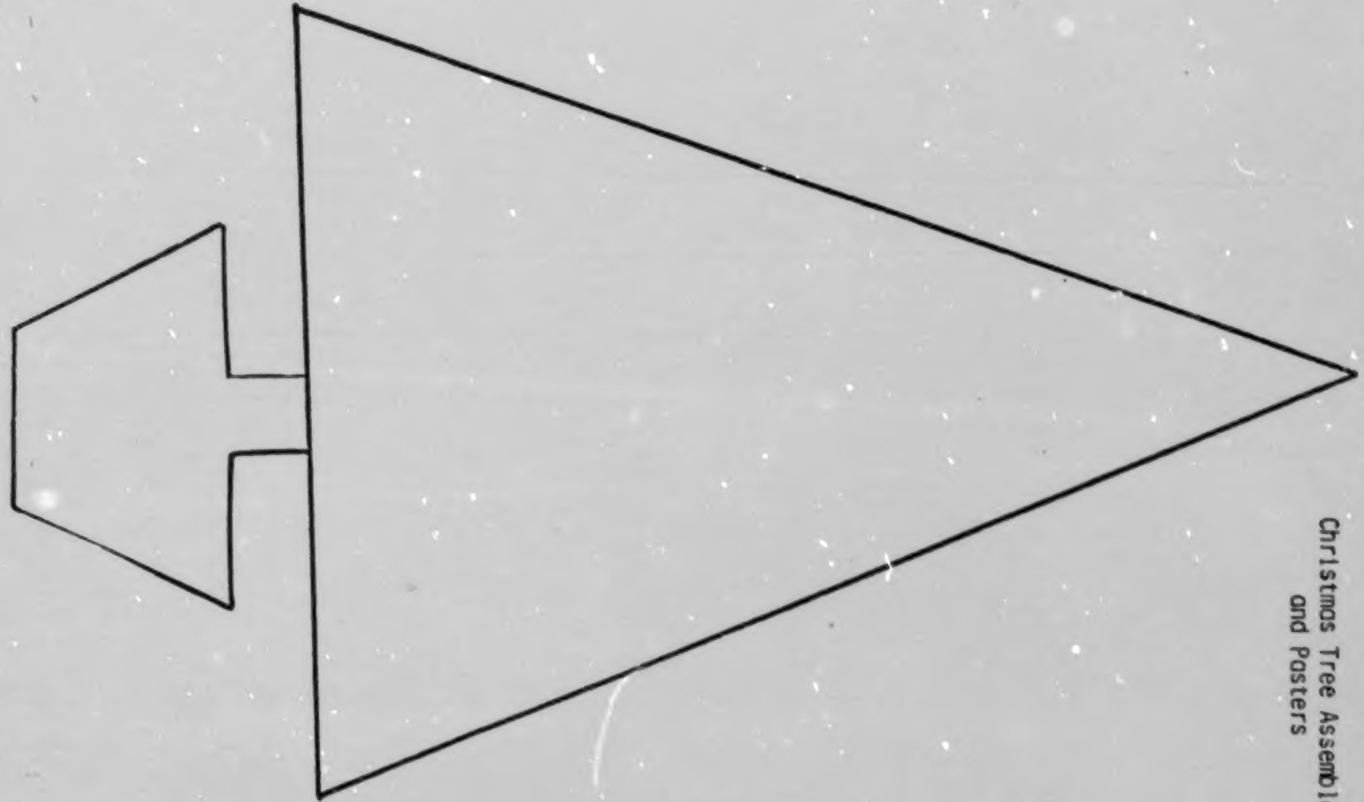
Christmas Tree Tub Drawers



Template

Christmas Tree Tub Cutters





Christmas Tree Assemblers
and Posters

TITLE: TV "FILMSTRIP"

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Creating a classroom "filmstrip" provides a format to highlight each child's contribution to a class project. Cooperation is required to complete the project.

MATERIALS: A box for "television set;" 2 dowels on which to wind "filmstrip;" drawing paper; crayons, paints or marking pens; glue; shelf paper to fit opening in box.

Suggested themes:

Holiday Special
Playground Safety
A Day in our Classroom
Multi-cultural unit
____
____

PROCEDURE:

1. Discuss possible themes appropriate to your curriculum. Have children decide on theme and identify their own contribution to it.
2. Draw pictures and glue them in sequence on the strip of shelf paper.
3. A committee can be appointed to make and decorate the "TV set."
4. Have the children dictate the narration as the "film strip" is rolled through the "TV set." The narration can be printed below the pictures and/or taped.
5. Evaluation discussion:
   a. How did we cooperate on this task? (By doing our share, by making a contribution, by working on the theme we agreed on, etc.)
   b. What part of our "filmstrip" do you especially like?
   c. Is there anyway we could have made it even better?

Art
Oral Language
Social Studies
Safety and Health

Grade 3

TITLE: JIG SAW MURAL

GOAL:

1. To encourage students to work together with another student or with a group of students.

2. To encourage students to appreciate the contributions each member may make to a group.

3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Children see how each person's cooperation and contribution is important for a well-done class project as they each design part of a large mural.

MATERIALS: White butcher paper (4 ft. by 10 ft.) cut into puzzle-like pieces, markers, tempera paints, brushes, tape. (Mark the back of each piece.)

PROCEDURE:

1. Discuss use of jig-saw puzzle pieces, stressing the need for each group member's contribution in order that a complete puzzle may be formed.

2. Decide on theme for mural design using a seasonal theme, literature, social studies, or science unit, etc. (It is easier to choose a non-directional design such as sea life, butterflies, etc.)

3. Hand out blank "puzzle pieces" for each child to color or paint according to the theme agreed on.

4. Tape the pieces together to form a mural, including blank pieces for absent class members to complete later.

5. Disucssion and evaluation:

   a. How did we cooperate in this task? (By doing our share, by making a contribution, by working on the designated theme.)

   b. What parts of our mural do you especially like?

   c. Is there any way we could have made it better?

Art
Social Studies
Science

Grade K-1

TITLE: ATTRIBUTE ACTION

GOAL:

1. To encourage students to accept differences and recognize similarities within a group of students.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.

ABSTRACT: Children recognize both their similarities and differences as they group and regroup according to personal attributes named by the teacher.

MATERIALS: Chalk to draw a big circle, big square, big rectangle, and big triangle on the playground; or masking tape can be used on multi-use room floor.

PROCEDURE:

1. Review shapes, using models as needed.
2. Talk about eye and hair colors, colors of clothing, and types of shoes. Children may volunteer other types of attributes or categories.
3. Discuss need for active listening and thinking.
4. Do activity outdoors or in large room.
    a. Give directions such as:
        1) "All blue eyes go into the square and hold hands."
        2) "All brown eyes go into the triangle and hold hands."
        3) "Now everybody with 2 ears run to the circle and sit down."
        4) "All boots hop into the circle."
        5) "Anybody with a dog run into the rectangle."
        6) "Anybody without a dog sit in the square."
        7) "All the people with three noses stand in the triangle."
        etc.
    b. If children seem able, let several of them give directions.
5. Discuss the activity.
    a. Were you surprised to see some of the children in the same group with you? In different groups?
    b. Would any of you like to think of directions for another time?

P.E.
Math

TITLE: ATTENTION!

GOAL:

1. To increase students' abilities to listen positively.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.

ABSTRACT: The importance of careful listening is stressed as children and teacher agree on a number of tasks to be done. The teacher draws an appropriate task-slip, and after reading it aloud, asks for volunteers to perform the task.

MATERIALS: Box of slips of paper giving directions with the number of directions on each slip determined by the maturity of the group.

PROCEDURE:

1. Discussion:
   a. What are the important things about listening?
   b. How many directions do you think we could listen to and remember?
2. Activity:
   a. Draw from slips giving as many directions as you and the children have agreed on.
   b. Read the set of directions clearly to the whole group.
   c. Ask "Who thinks you can follow the directions exactly?" Let volunteer try--giving no feedback. Then let one or two more try--again providing no comment.
   d. Evaluate how well they remembered. Read original directions.
   e. Repeat as time and interest permits.
   f. Ask how a better job on this task might be done.
3. Sample tasks:
   a. Walk to the door; touch the doorknob; walk back to your place and sit down.
   b. Stand up; hop three times; sit down.
   c. Stand up; walk to the light switch; blink the lights, walk back, sit down.
   d. Stand up; wiggle your nose; shake your head; sit down.
   e. Stand up; turn around; smile; touch your toes; sit down.

TITLE: PAPER SCULPTURE

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Cooperation is stressed in this paired task as children create a paper sculpture design, display it, and decide on its disposition.

MATERIALS: 12" by 18" sheet of construction paper for each pair of students, 1" by 9" construction paper strips, glue, and the can of name sticks.

PROCEDURE:

1. Discuss the meaning of cooperation.
   a. What is cooperation?
   b. What are some examples of how we cooperate?
   c. How do grown-ups and families cooperate?
   d. How do we cooperate when we work with someone on a project?
2. Pair children randomly by drawing namesticks.
3. Each pair of students receive one large piece of construction paper, several one inch strips of paper (or alternate materials listed below), and glue.
4. Working together each pair of students makes something with their materials. (You may want to demonstrate ways to make three-dimensional effects.)
5. After their projects are completed, give each pair of students an opportunity to share their papers with the rest of the group.
   a. How did you decide to make this?
   b. Did you both get a chance to work on your project?
   c. What did you like about other people's projects?

Variation.

1. Provide assorted paper scraps, torn paper, or collage materials of your choice.
2. Provide one pair of scissors for each couple.

Oral Language
Social Studies
Art

Grades 2-3

TITLE: TAKE A STAND (B)

GOAL:
1. To encourage students to accept differences and recognize similarities within a group of students.

ABSTRACT: While making choices about appropriate behaviors, students see similarities and differences in opinions and values as they find themselves standing with different groups in response to different questions.

MATERIALS: Length of rope with four positions marked on it, or four positions marked by cards along the chalkboard; slips of paper (numbered 1, 2, 3, 4) for each child.

PROCEDURE:

1. Discussion:
   a. What are opinions? Values?
   b. Do you always agree with your friends?
2. Have two children hold the rope or put cards on the chalkboard rail. Explain that the marks indicate where the students will stand according to their answers (1. agree; 2. mostly agree; 3. mostly disagree; 4. disagree).
3. Role-play the procedure yourself, picking up a slip of paper to identify your response before you walk to that position.
4. Read a statement. Begin with simple ones that elicit quick responses:
   a. The best pet in the world is a dog.
   b. Red is the prettiest color.
   c. We should give presents away on our birthday instead of getting them.

   Ask the students to pick up the slip of paper that matches the number of their answer without showing it to anybody and walk to that number on the rope or by the board. (Avoid statements which might be threatening or embarrassing for students to respond to in public.)
5. When students can respond by making decisions and taking their "stand" quickly, repeat using statements similar to those below.
6. Discussion:
   a. Did you always make the same choice as your friends?
   b. Were you surprised to see some of the choices others made?

Sample statements:

It's all right to tease someone who is different than you.

People who wear nice clothes are always nice themselves.

It's all right to hit someone who hits you first.

It's all right to interrupt someone when you want to talk.

TITLE: POPCORN POP-UP

GOAL:

1. To increase students' abilities to listen positively.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.
3. To increase students' abilities to participate with greater frequency and more equitably in small groups and classroom communications.

ABSTRACT: This "rainy-day" version of the old folk-game "Upset the Fruit Basket" is used to provide an enjoyable format for stimulating communication skills.

MATERIALS: One less chair than members of the group.

PROCEDURE:

1. One child randomly chosen to tell the first story* (two to three sentences long). At a point he/she says the code phrase "and the popcorn popped up!" Everyone must change seats while the leader also tries to find a seat.
2. The child left without a chair begins his or her own story. After several sentences, the code phrase is used. Again everyone must change seats.
3. If a child finds himself "it" twice, he chooses another child to take his place.
4. Discuss the game.
   a. How can we all hear the stories, enjoy them, and still hear the code phrase? (listen carefully, speak clearly)
   b. How can we have the most turns within our time limit? (cooperate in getting settled quickly)
5. Modifications:
   a. For K-1 groups the teacher may want to read or tell a story interspersing the code phrase.
   *b. Some children may need "starters" provided by the teacher, e.g.
      1) My favorite place to go.....
      2) If I had at least one wish.....
      3) I like _______ because.....
      4) My favorite pet.....

c. Improve listening skills by having children respond (stand up, raise hand, etc.) to a designated stimulus; e.g.

    - an initial consonant (words ending with "t")
    - rhyming words
    - endings (ing, ed, er)

d. Read a story. Decide on a code word in the story which will be the signal for changing seats.

Oral Language
Rainy Day Game

TITLE: FRIENDSHIP FORMULAS

GOAL:

1. To encourage students to initiate and develop friendships with their classmates.
2. To encourage students to interact positively with classmates.
3. To encourage students to develop skills needed for healthy interpersonal relationships.

ABSTRACT: Children identify ways which they have found useful or may find useful in making friends through the technique of "brainstorming."

MATERIALS: Roll of shelf paper, marking pen, masking tape.

PROCEDURES:

1. Introduce word and concept "brainstorm." It might be compared to a rainstorm in that ideas may come as fast as raindrops fall.
2. Spend a few minutes brainstorming ideas on a simple level (e.g. How many ways can we think of to use a coat hanger?)
3. Tape the end of the paper to the board or in an easily seen location. Let the paper unroll. Do not cut it, keeping its length available for lots of ideas.
4. Use the marking pen to list "formulas" or ways the children have used to make friends and additional ideas that may come out of the brainstorming session.
5. Have the children volunteer to select and role-play several of the "formulas." Three children seem to be less inhibited and do a more creative job than just two. For some "formulas" four or five might be appropriate.
6. Discuss the activity.
   a. Which formula would make you feel friendly? Why?
   b. Which formula would be easiest for you to follow if you wanted someone else to be your friend? Why?

NOTE: Once this technique is learned you may wish to use it in other situations suggested by your social studies text or by actual problems and conflict situations your children are experiencing.

If another adult or older student is available to act as recorder, parts 3 and 5 of this activity could be done with half the class.

Social Studies
Oral Language

Grades K-3

TITLE: MIRROR

GOAL:
1. To encourage students to work together with another student or with a group of students.
2. To encourage students to develop leadership skills and to apply these skills in a cooperative environment.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Children take turns being the leader and mirroring the leader's motions in this cooperative movement education activity.

MATERIALS: Slow, dreamy recorded or taped instrumental music.

PROCEDURE:
1. Discuss what is seen when we look into a mirror. (For younger children it may be necessary to demonstrate reflections with a large mirror.)
2. Role play the leader devising movements and the other child mirroring them.
3. Randomly divide the children into pairs. Partners stand or sit facing each other.
4. One child is the leader. He/she pretends to be looking into a mirror and makes a series of motions. The other child imitates exactly what the leader is doing.
5. Leader roles are exchanged after a few minutes.
6. Discussion:
    a. Did you like being the leader or mirror best?
    b. Was it harder to be the leader or the mirror?

NOTE: It is effective to have upper-grade children learn this exercise and then teach it to the younger ones, each pair made up of the older "leader" and younger "mirror." After experiencing the mirror role, the younger children then can successfuly function as leaders.

P.E.
Rainy Day Game

Grade K

TITLE: GIVE THE DOG A BONE

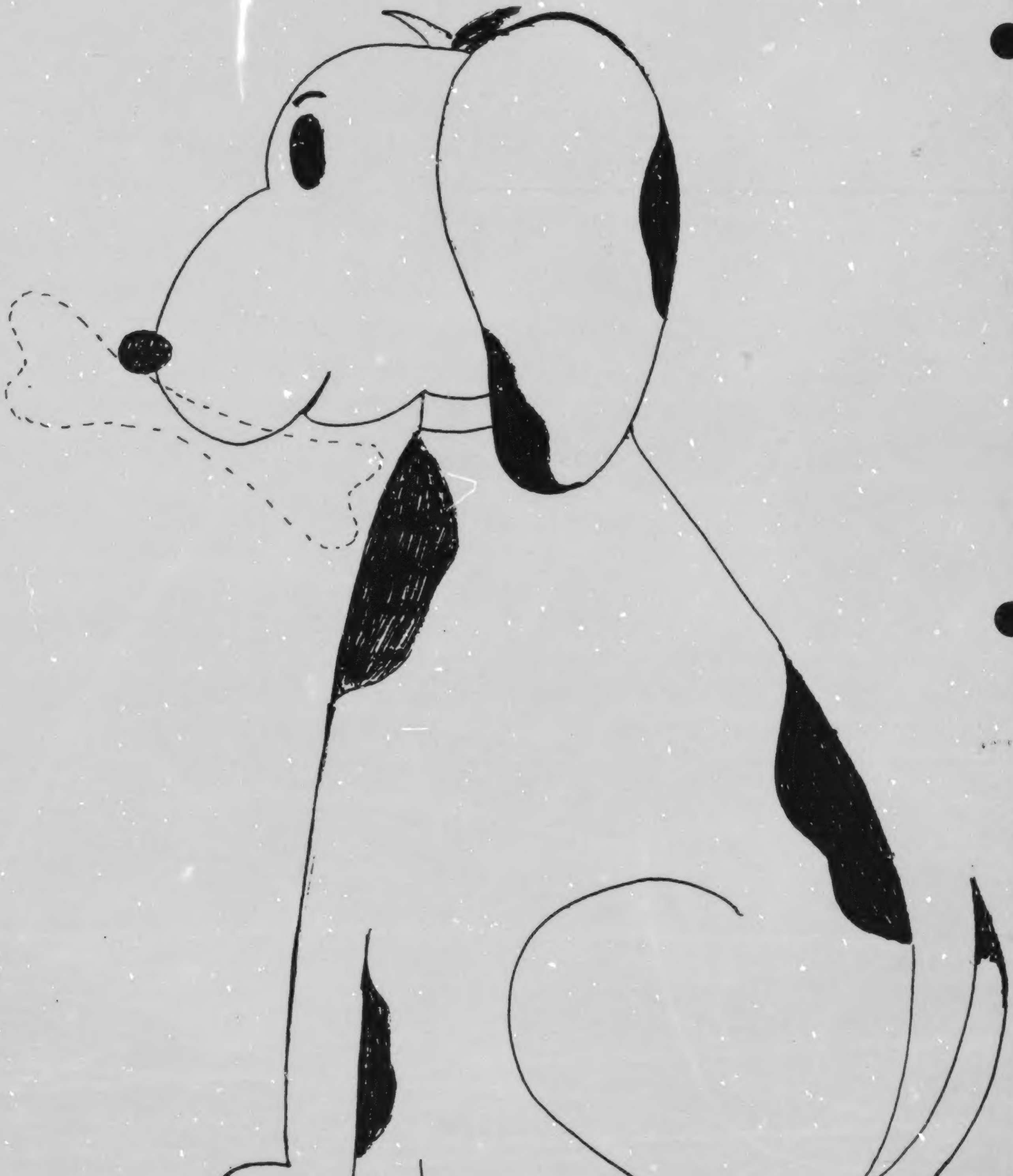
GOAL:
1. To increase students' abilities to respond appropriately and/or initiate communication on topic.
2. To increase students' abilities to listen positively.

ABSTRACT: Giving directions clearly and listening attentively are stressed in this variation of "Pin the Tail on the Donkey."

MATERIALS: Large posterboard dog with small tagboard bones. (You may use a regular "Pin the Tail on the Donkey" game with the directions revised.) Score sheet for recording success by partners.

PROCEDURE:
1. Choose pairs randomly for turns.*
2. Put a blind-fold on one child--the listener. The other partner is the speaker.
3. The speaker gives directions verbally, using words such as "left," "right," "higher," "lower," as the listener tries to put the bone in the dog's mouth.
4. If the blindfolded child manages to put the bone in the dog's mouth, the team gets to mark the score sheet.

* After the first few turns, you may want to use this activity as a center or free-choice activity.



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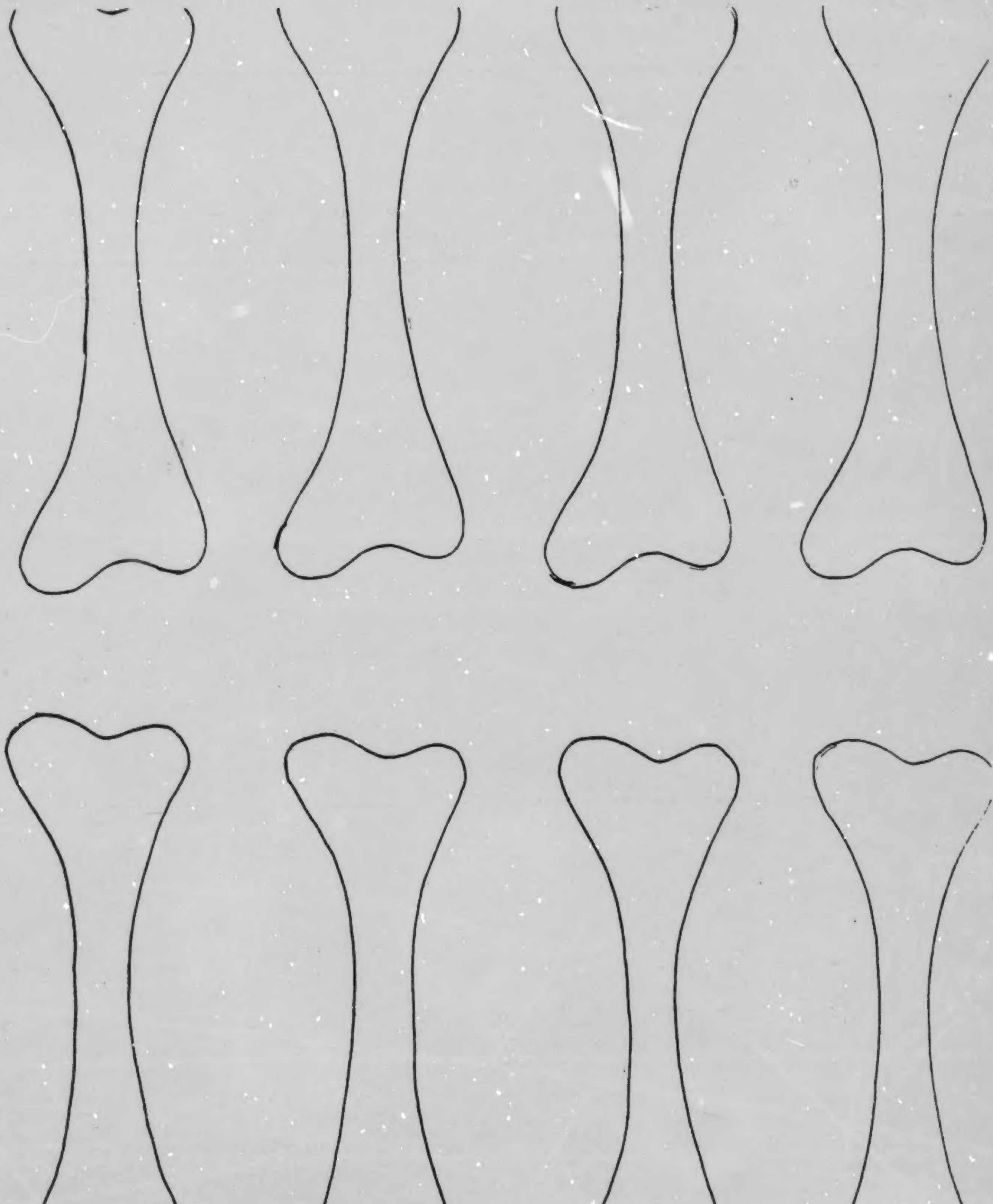

Grade 1

TITLE: DIRECTION DUO

GOAL:

1. To increase students' abilities to respond appropriately and/or initiate communication on topic.
2. To encourage students to work together with another student or with a group of students.

ABSTRACT: Children earn a reward if one gives directions clearly and the other listens and responds correctly.

MATERIALS: Chalked dots on playground (or rounds of plastic for re-use) placed about two feet apart in a grid 12'x 12'. Small prizes or treats.

PROCEDURE:

1. Place a treat on an interior dot deep in the grid.
2. Place one child on a dot at a corner of the grid.
3. Teacher directs the child to the treat by giving specific verbal directions (e.g. "Jump two dots forward, jump one dot to the right, now hop three dots back...")
4. To earn the treat, the child must respond perfectly.
5. Discussion:
   a. Did you like this activity?
   b. Is there any way it would have worked better?
   c. Would it help if you could ask questions (two-way communication) or is only listening good enough (one-way communication)?
6. Later in the year, repeat the activity allowing the children to give directions. In this case both children earn a treat by successful completion of the task.

NOTE: To involve the whole class, you may want to use the children as "dots."

VARIATION: Teacher gives directions to several children at a time, increasing speed at which they are given as the children become more skillful.

Oral Language
P.E.

Grade 2

TITLE: PEOPLE PUZZLES

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Students cooperate by pooling their playing pieces to make as many three-part faces as possible.

MATERIALS: One sheet of "Funny Faces" for each child, scissors.

PROCEDURE:

1. Randomly choose pairs of players. (Or, you may decide to choose partners ahead of time to create suitable pairings for isolated or disliked children.)
2. Ask children to cut the playing pieces apart and to pool them into one set for each couple.
3. From the combined set of playing pieces, each pair of children may be able to make seven faces with one left-over card. Most will make six faces with four left-over cards.
4. Discussion:
   a. Was there a special trick you had to discover to be able to make seven faces?
   b. How did you work best? By sharing pieces? By grabbing them? By working together on all the faces?

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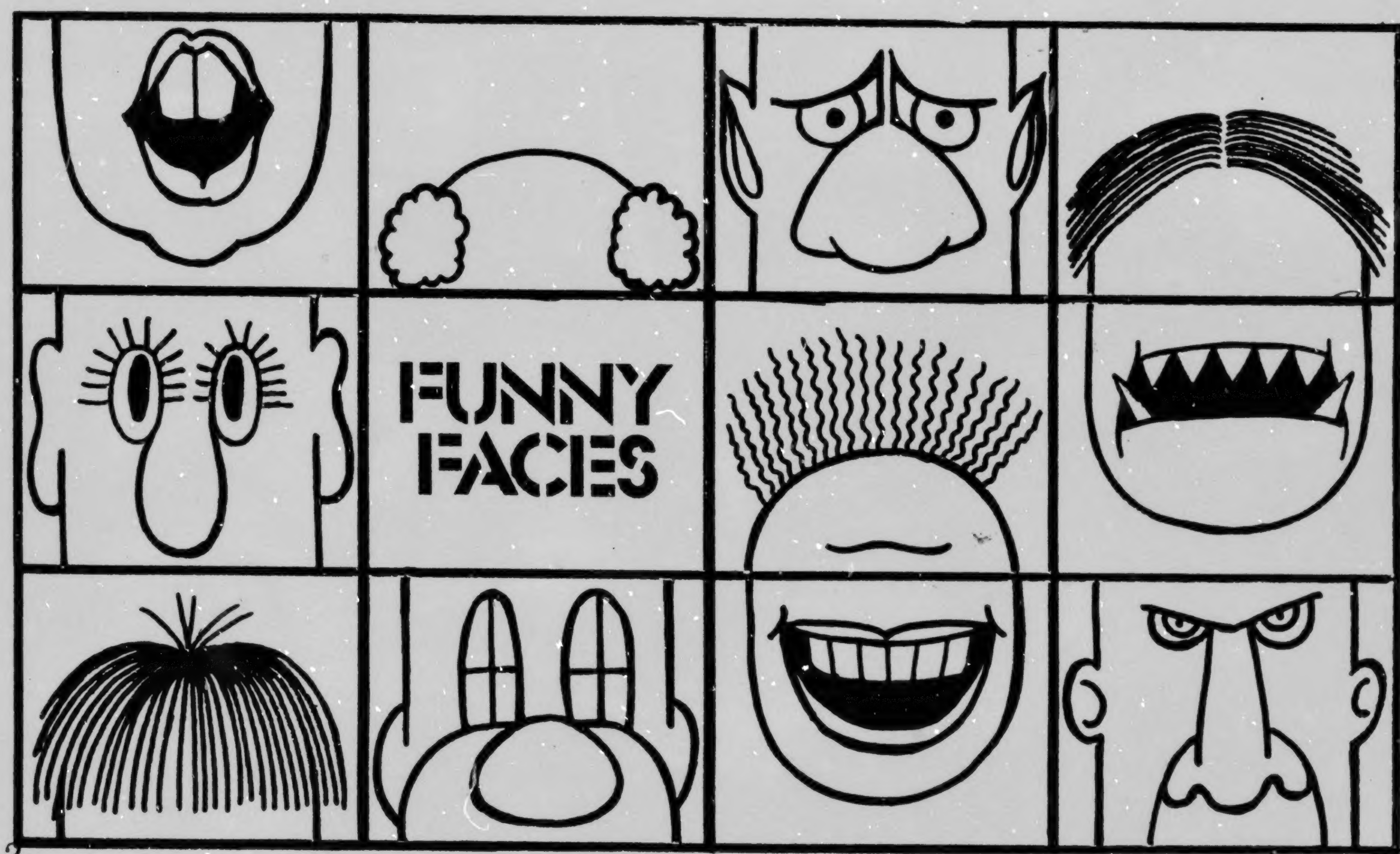


Directions to be read to players:

Get a partner. Each player must have a game sheet. Cut along the lines so that together you and your partner have 22 pieces showing parts of faces. Mix the pieces and put them in a pile facedown. One of you takes four pieces from the top of the pile. Turn them over and put them side by side in a row. *No talking from here on.* Take turns picking up one piece from the top of the pile and putting pieces together to make faces. Start new faces whenever you wish. Making six faces is easy. Can you make seven?

Grade 3

TITLE: BUDDY BUILDERS

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.

ABSTRACT: Clear communication is essential to success as one child without using hands--describes a structure to be built by a partner who is blindfolded.

MATERIALS: One blindfold for each pair of students; sets of colored square cubes, wooden beads of different shapes, wooden or plastic geometric forms, or other materials to complete a simple task. Task cards showing item to be built. (You may need to do this with only a few children at a time while the rest of the group is busy at another task.)

PROCEDURE:

1. Discuss the task--
   a. What do we need to do this correctly?
      1) To speak clearly and to listen carefully.
      2) To cooperate and try to help each other as much as possible.
2. Assign children randomly to pairs. One child of each pair is blindfolded. The other child may not use his/her hands.
3. The sighted child has a diagram of what to build and a container of materials to complete the task. He/she tries to direct the blindfolded child in such a way the task will be done accurately.
4. Trade places to do a second task.
5. After the activity is completed, share experiences with it.
   a. How much did you have to cooperate to do this task?
   b. Did you feel it was easier to be without sight or without the use of your hands?
   c. How important was talking in completing this task? Could you have done it without talking? Why? Why not?
   d. Optional
      1) How did you feel being blind? Without use of your hands? Which seemed worse to you?
      2) Discuss the problem of handicapped persons in our society. What can we do to help?

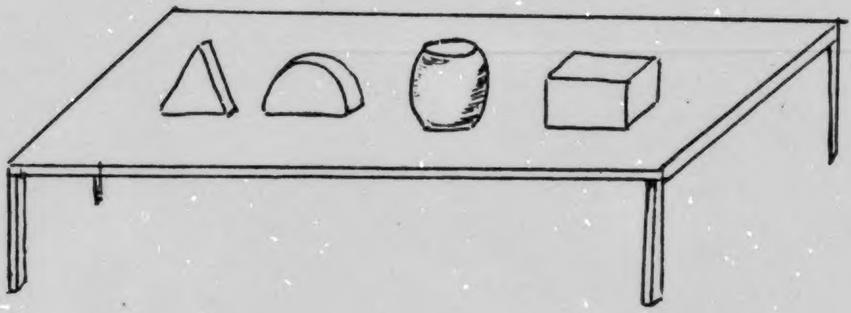
NOTES:

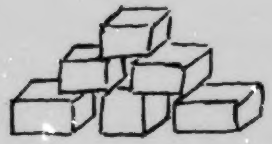
1. Assembling sets of materials and task cards will take preparation time ahead of the lesson. An interesting homework assignment might be to collect materials and make a task card using them. Each set would then be put in a plastic bag and kept together for the activity.

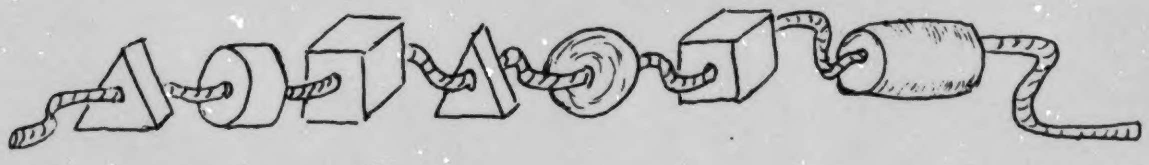
2. You may want to read the story about the blind men and the elephant from Kipling's Jungle Book.

3. This activity could be set up in center-format by making several task cards and putting them with the required materials and blindfold.

Suggestions for activities which may be described by the sighted partner in this activity.







Grades K-2

TITLE: SHAPE UP

GOAL:

1. To increase students' abilities to listen positively.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.

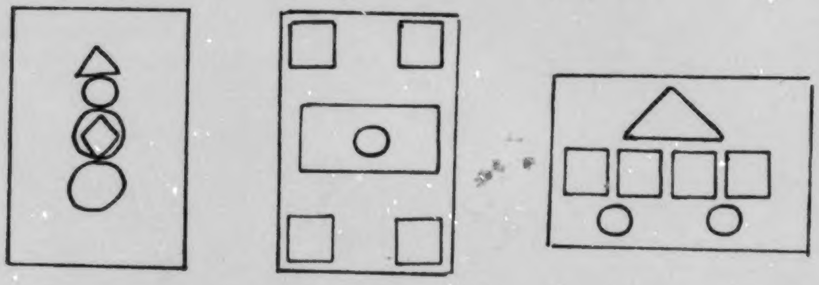
ABSTRACT: The focus is on listening skills and comparison of one-way and two-way communication as children try to replicate a design on their own papers as described by the teacher or student volunteer.

MATERIALS: Assortment of geometric shapes cut from colored paper and a sheet of 9" x 12" construction paper for each child; folders containing one copy of each design.

PROCEDURE:

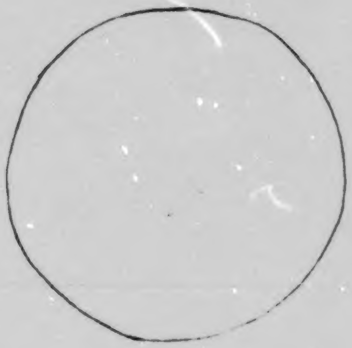
1. Distribute a sheet of paper and an envelope with the necessary number of geometric shapes to complete the designs to each student.
2. The teacher (or volunteer in second grade) stands in front of the class with a design held in such a way the listeners cannot see it.
3. The speaker describes the shape, size, and color of the geometric pieces to be placed on each students' paper in such a way the speaker's design is replicated.
4. This may be done in a one-way (no questions allowed) or two-way communication format (questions allowed).
5. Compare designs with the speaker's. After doing several of the designs, one may be chosen to make permanent by pasting the appropriate pieces on the large paper.
6. Discussion:
    a. Was this task easier to do when you could ask questions (two-way communication) or when you could only listen (one-way communication)?
    b. Were these designs too simple or too hard? What would you suggest for another time?

Sample Designs:



Oral Language
Math

Suggested geometric shapes for "Shape Up" lesson.



Each packet might contain:

- 4 small squares (red)
- 2 triangles (blue)
- 2 large circles (yellow)
- 2 small circles (yellow)
- 1 rectangle (blue)

TITLE: ARCHITECTS AND BUILDERS

GOAL:

1. To increase students' abilities to listen positively.
2. To encourage students to work together with another student or with a group of students.
3. To encourage students to develop leadership skills and to apply these skills in a cooperative environment.

ABSTRACT: An "architect" attempts to instruct "builders" how to replicate a teacher-prepared collage in this small-group activity.

MATERIALS: One teacher-prepared collage (see example); construction paper, scissors, pencil and glue for each group.

PROCEDURE:

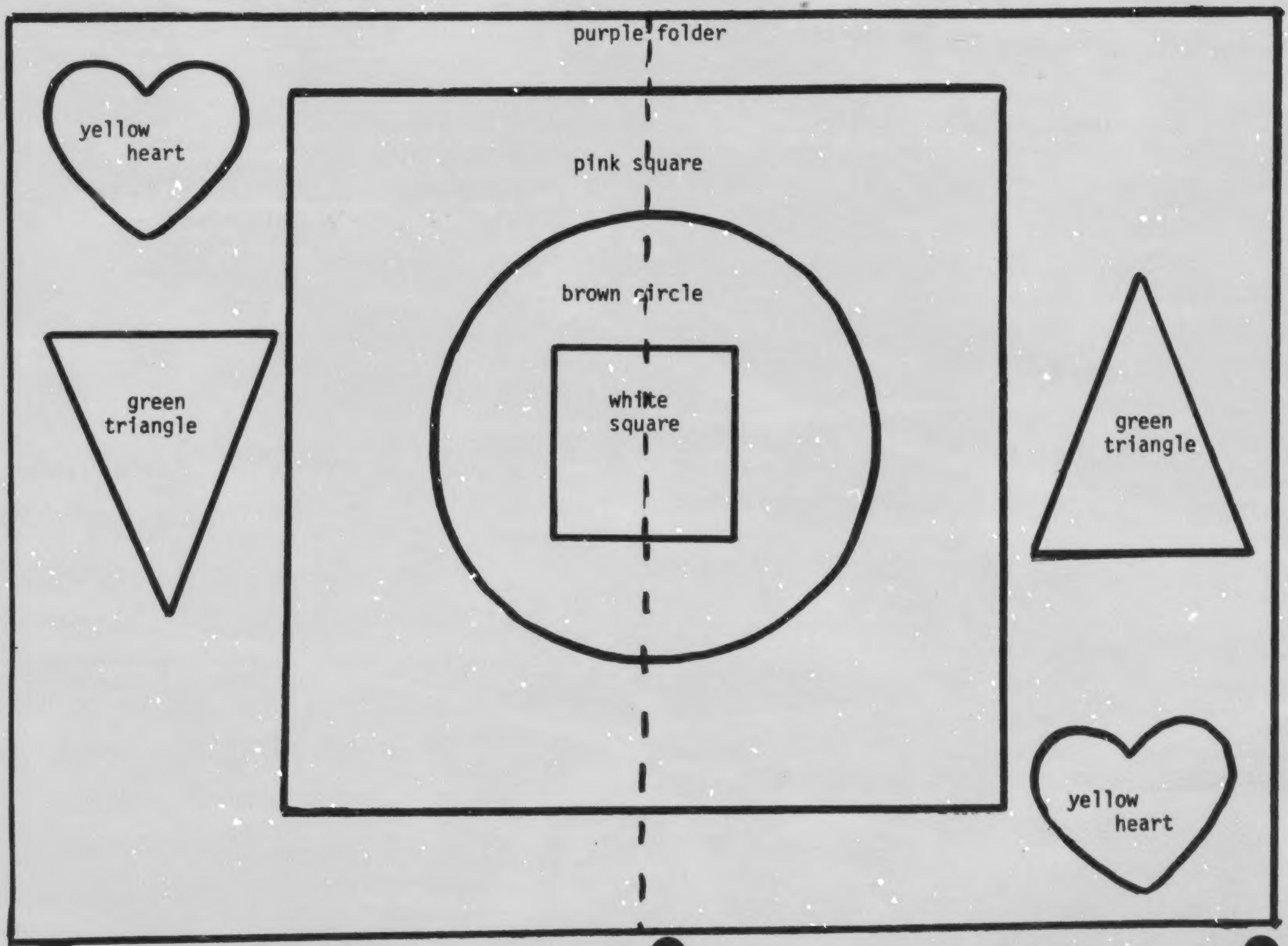
1. Define and discuss the roles of "architects" and "builders."
2. Randomly divide class into groups of 4-5 students each.
3. Each group designates one "architect." The other people are the "builders." "Architect" can also be chosen randomly.
4. Each group is given a set of materials which includes construction paper, one pair of scissors, one pencil and one bottle of glue.
5. The "architects" go to a screened-off location where the teacher has hidden a collage made out of the same materials. (See example) After studying the hidden example, they go to their "builders" and instruct them on how to duplicate it. The "architect" may return to the original collage to check details as often as he/she wishes.
6. Discussion:
   a. How closely was your group able to duplicate the design?
   b. Which is more difficult - giving directions or following directions?
   c. Did everyone get to work on the project?
   d. How could your group improve the way they worked together?

NOTE: It might be a good idea to have a second design ready to allow another person to act as the "architect" the second time. The group should find the activity easier as they try it again.

Oral Communication
Social Studies

ARCHITECT BLUEPRINT

12" x 18" construction paper, folded


purple folder
yellow heart
pink square
brown circle
green triangle
white square
green triangle
yellow heart

Grade K

TITLE: THESE ARE MY FRIENDS

GOAL:

1. To encourage students to initiate and develop friendships with their classmates.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.
3. To increase students' abilities to listen positively.
4. To increase students' abilities to participate more frequently and more equitably in small groups and classroom communications.

ABSTRACT: Children get to know each other by listening and participating in this circle game.

MATERIALS: None

PROCEDURE:

1. Children sit or stand in a circle. Teacher should also be part of the group.
2. The teacher begins by saying, "These are my friends ______ and ______," naming the children on each side. The child on the teacher's left speaks next and names the children on each side of him/her. Continue on around the circle so that each child makes one statement but hears his name twice. Encourage the children to look at each friend when saying the name.
3. Students change positions but remain in a circle. The teacher begins the second part of the activity by saying, "I am __________ and I like to __________." The student next to the teacher says, "(Teacher's name) likes to ______________. My name is ______________ and I like to ______________." Continue around the circle until everyone has had a turn.

TITLE: FIRST GRADE WHO'S WHO

GOAL:

1. To encourage students to initiate and develop friendships with their classmates.
2. To encourage students to develop skills needed for healthy interpersonal relationships.
3. To increase students' abilities to respond appropriately and/or initiate communication on topic.

ABSTRACT: Through informal interviews, partners learn more about each other and share their findings with the rest of the class.

MATERIALS: Interview schedules for each child, bulletin board space.

PROCEDURE:

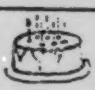
1. Introduce the concept of interviewing to the class.
2. Give each child a list of interview questions and review them with the class, notice the visual cues.
3. Form random pairs of students.
4. Have each student interview his/her partner using any five questions he/she may choose from the interview schedule.
5. Remind the students that this is an interview and that each student is to write or draw his partner's answers to the questions, not his own. Be sure the name of the partner who answered the questions is at the top of the interview schedule.
6. Have each child share the information he learned through the interview.
7. After each interview is shared, the interviewer should post the interview on the bulletin board.

Interviewer's name ______________________ Partner's name ______________________

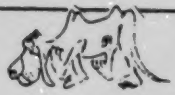
First Grade Who's Who

1. What is your favorite food?

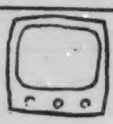
2. When is your birthday?



3. Do you have a pet?



4. What is your favorite TV program?

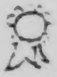


5. What makes you angry?

6. What is your favorite game?

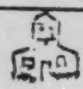
7. What would you like to be when you grow up?

8. What do you do really well?



9. What makes you happy?

10. What do you like best in school?



Grade 2-3

TITLE: SPECIAL STRINGS

GOAL:

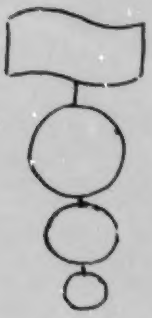
1. To encourage students to accept differences and recognize similarities within a group of students.
2. To increase students' abilities to respond appropriately and/or initiate communication on topic.

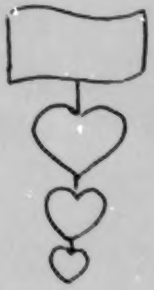
ABSTRACT: Each child chooses three important things in his/her life, ranks them in order, and attaches them to a string to be hung in the classroom.

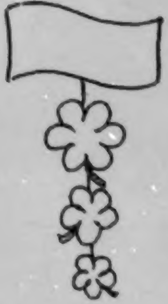
MATERIALS: Dittoed sheet of pale-colored construction paper (see pattern), crayons or felt-tipped pens, pencils, scissors, stapler or glue, and a 14" length of string for each child.

PROCEDURE:

1. Discuss the meanings of "important" and "special."
2. Ask each child to think of three important or special things in his/her life and to write them on the bottom of the page.
3. Have children share them verbally and notice similarities and differences among the group's responses.
4. Ask the children to try to rank their "special things" in order of importance, then to draw a picture on the largest circle representing the most important, etc.
5. Have the children cut out the circles and staple them on a string in order of importance with the banner at the top. Hang in the classroom so that the children become better acquainted with each other's thoughts.
6. Provide time for children to share a few "Special Strings" each day, encouraging detailed descriptions of why they chose each pictured item. (An easy way to keep a record of those who have had their turn is to have children outline their pictures after they have shared them.)







NOTE: These are easier to assemble and hang better if two of each shape are cut so that the string is between them.

Oral Language
Art

____________'s Special Things

____

____

____

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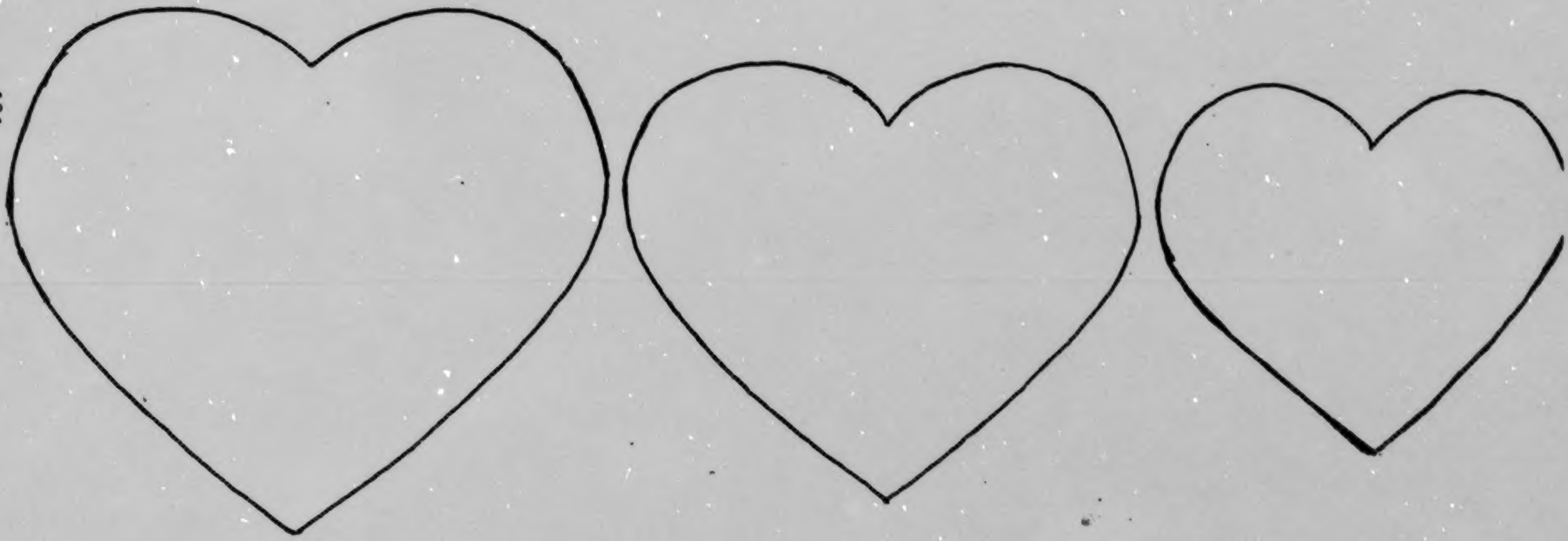
________'s Special Things



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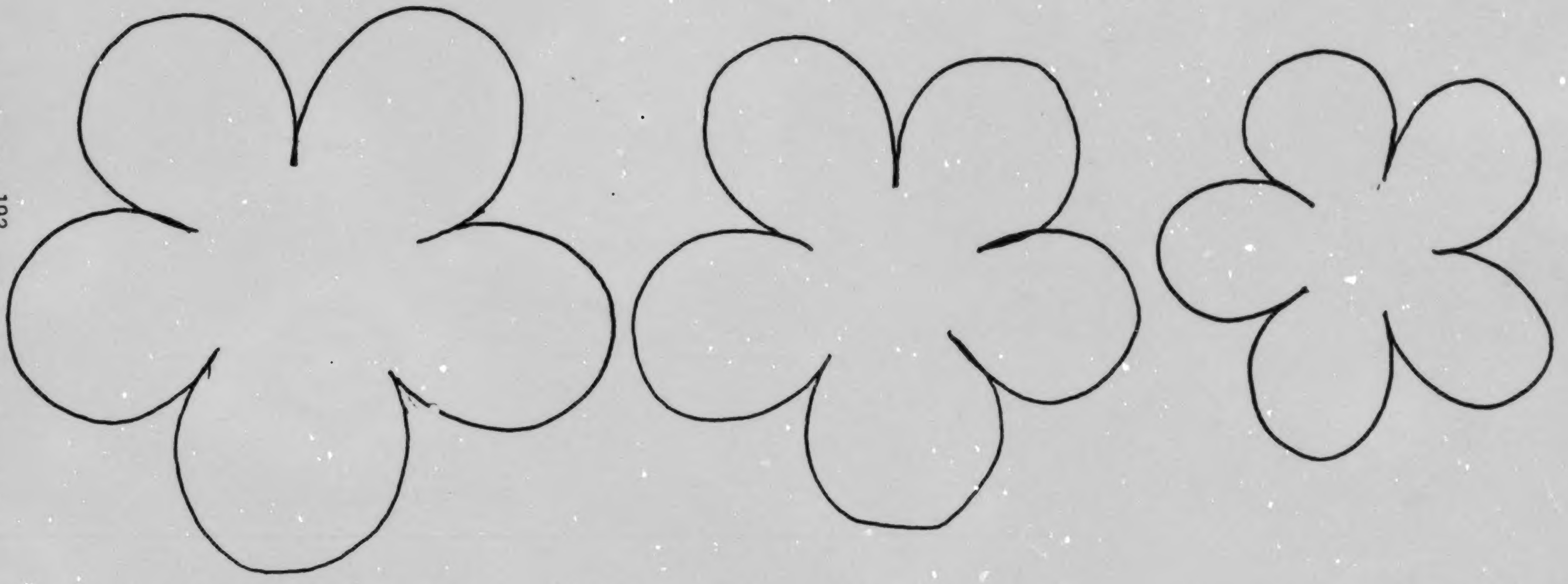
________'s Special Things



________ ________ ________

Grade K-3

TITLE: SCULPTOR

GOAL:

1. To increase students' abilities to listen positively.
2. To encourage students to work together with another student or with a group of students.
3. To encourage students to develop leadership skills and to apply these skills in a cooperative environment.

ABSTRACT: This adaptation of the old game "Statue" provides children with experience in the roles of leader or "sculptor" and of careful listener.

MATERIALS: Space--preferably outside or in large room.

PROCEDURE:

1. Designate one child as the "sculptor" and randomly choose one child or a small group to participate.
2. The "sculptor" whispers directions for movements to his subject until the desired form is attained.
3. The person being molded is to try to follow the sculptor's directions.
4. If desired, the rest of the class may guess what the "sculptor" made.
5. Repeat with new "sculptor" as time and interest permit.
6. Discussion:
    a. Were the verbal instructions clear enough to get the desired results?
    b. Would it be easier if you could ask the "sculptor" questions?

TITLE: GROUP SCULPTURE

GOAL:

1. To encourage students to appreciate the contributions each member may make to a group.
2. To encourage students to work together with another student or with a group of students.
3. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: Building one thing as the product of small-group work focuses attention on cooperation and communication.

MATERIALS: Building materials (Lego, Tinkertoys, Cuisenaire Rods, etc. or small scraps of wood); glue, if wood scraps are used.

PROCEDURE:

1. Divide the class into groups of two to four, depending upon their maturity. Random grouping or grouping to encourage particular inter-actions may be used.
2. Discuss the task and remind the students that they are to decide on one thing to build together before they start.
3. Give each group of children a supply of materials.
4. At completion, or end of work time, bring the class together for discussion and evaluation.
5. Discussion:
   a. Did each member of your group have a chance to give an idea? Did the others listen?
   b. How did you decide on what to build?
   c. Do you like what you did?
   d. How could you do a better job next time?

NOTES: This works more smoothly if the children have had an opportunity earlier for free play with the materials.

You may want to repeat this activity with a variety of materials--again emphasizing the group decision-making, the need for cooperation, and the single product.

It is effective to have the children line up and "tour" the room to look at what was made. Ask the children if they can tell whether the things were made together or individually. Repeat comments you hear like "I don't have enough wheels for my car" and ask the children how that problem (and any others that come up) could have been solved.

Grade 2-3

TITLE: STAGE-A-STORY

GOAL:

1. To encourage students to appreciate the contributions each member may make to a group.

2. To encourage students to work together with another student or with a group of students.

3. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: Working together on a diorama depicting a scene from a favorite story, each group uses cooperation and communication skills to achieve a single satisfactory product.

MATERIALS: Slips of paper with titles of familiar stories; clay; an empty box for each group; paper scraps; paints; odds and ends.

PROCEDURE:

1. Discuss the idea of working as a cooperative committee--
    a. sharing ideas and materials
    b. demonstrating courtesy and consideration while talking and working together
    c. encouraging others with positive comments

2. Randomly choose groups of four or five.

3. Each group draws a story title to "stage."

4. Each group creates clay figures to illustrate the story and decorates its box appropriately.

5. Discussion:
    a. What did you like or dislike about this job?
    b. How did you decide to make what you did?
    c. Was it hard or easy to communicate and cooperate enough to do this job?

NOTE: It is a good idea to let the children have at least one free-play period with the clay before starting this project.

Art
Social Studies

TITLE: TOWER TEAMS

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: A relay race involves group cooperation as each team attempts to construct their tower first.

MATERIALS: Four piles of blocks at one end of a room or play-yard; tape or chalk line near the other end.

PROCEDURE:

1. If the class has not had relay races before, explain how a relay works.
2. Randomly divide children into four groups. Have each group line up behind the starting line.
3. Upon a given signal the first child in a team runs to that team's pile of blocks, selects one to place in building position and runs back to tag the second team member.
4. The second child places another block on top to start the team's tower.
5. Each player in rotation runs to the block pile, chooses one block to build the tower and runs back.
6. The winner is the team that first completes the tower with a block placed by each member.
7. Discussion:
   a. How do we need to cooperate in a relay?
   b. Did we cooperate this way in any other activity?

P.E.

Grade 1

TITLE: DELIGHTFULLY DIFFERENT

GOAL:

1. To encourage students to accept differences and recognize similarities within a group of students.
2. To encourage students to develop skills needed for healthy interpersonal relationships.

ABSTRACT: A song that emphasizes liking each other and the need for everyone's uniqueness motivates assembling a collage of different people.

MATERIALS: Record or cassette and book I Am Freedom's Child* (or a suitable substitute of your choice); 12"x 18" paper for group of six students, old magazines, scissors, paste or glue.

PROCEDURE:

1. Introduce song and teach it to the children.
2. Discuss ways class members are different and alike. Be careful to keep discussion positive and emphasize that the surface differences often mask similar likes, dislikes, abilities, etc.
3. Randomly assign children to groups of five or six to make collages.
4. Display with captions dictated by the children.

NOTE: If you cannot find the recording, you can teach the children the words as a choral reading. (Lyrics on following page.)

Music
Social Studies

* Martin, Bill. I Am Freedom's Child. Freedom Books Recordings. Bowmar Publishers, C. 1975 Bill Martin, Jr.

Lyrics to be used with record or cassette of I Am Freedom's Child or as a choral reading. (See note at bottom of page 63.)

I like me,
no doubt about it.
I like me,
can't live without it.
I like me.
Let's shout about it,
I am freedom's child

You like you,
no doubt about it.
You like you,
can't live without it.
You like you.
Let's shout about it,
You are freedom's child

Oh, we need all the different kinds
of people we can find,
To make freedom's dream come true.
So, as I learn to like
all the differences in me,
I learn to like the differences in you.

You like me,
no doubt about it.
You like me,
can't live without it.
We are free.
Let's shout about it,
We are freedom's child.

Lyrics to be sung to the tune of "Skip to My Lou"

I like you, no doubt about it. (repeat 3 times) (Point to another (child.
You are my good friend.

You like me, no doubt about it. (repeat 3 times) (Point to (self.
I am your good friend.

We like (name of classmate), no doubt about it. (repeat 3 times)
We are all good friends.

I like me, no doubt about it. (repeat 3 times) (Give yourself a (hug.
I am my good friend.

TITLE: WHAT WOULD HAPPEN IF ...

GOALS:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To encourage students to work together with another student or with a group of students.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Students practice problem-solving skills as they make-up and act out skits involving alternative choices.

MATERIALS: "What would happen if ..." situation cards.

PROCEDURE:

1. Read the following situation to the class:

   > John has three pages of math homework to finish and he knows his family is going to a movie tonight. His friend Bill wants him to ride bikes this afternoon and help build a new fort.

2. Discuss alternatives to John's problem and the probable consequences of each solution. What other people might become involved?

   Example:

   He tells Bill he won't ride bikes...
   Bill gets mad.
   He decides to skip the homework...
   gets in trouble at school.
   mother finds out he didn't do it and won't let him go to the movie.
   He explains his problem to Bill and finishes his homework...
   gets to go to the movie.
   Bill decides to wait until tomorrow to start fort.

3. Divide the class into groups of four. Give each group a "What would happen if..." situation card.
4. Each group discusses its card and lists several alternative solutions to the problem--both good and bad. Then they develop a skit which shows the situation, the possible solutions and the probable consequences.
5. Allow time for the groups to give their skits to the class and for discussion after each skit. (This part of the activity could be distributed over several days.)

Oral and Written Language
Social Studies

"What would happen if ..." Situation Cards

Jane's mother gave her money for hot lunch. Her friend Betty had and extra sandwich and told Jane she would share her cold lunch with her. Jane wants to spend her lunch money on ice cream after school.

Karen is having a big birthday party in the park. She invited everyone in the class except Mike, who is Steve's best friend.

Three kids are playing ball on the school grounds. One gets mad and kicks the ball onto the roof of the school.

Some kids have been making fun of Jim's last name. Even his best friend is joining in and teasing him, too.

Joe is walking to school and sees some kids in his class teasing a kindergarten girl.

Kathy and Linda are best friends but Linda always talks in class and gets Kathy in trouble. The only empty desk in the room is between two boys.

Janet brings her new softball to school because the class ball is lost. She says no one can use it unless she gets to pitch.

Bill and Ken were going to fight after school. George decided to tell the teacher about it.

Grade K

TITLE: MONKEY HEAR, MONKEY SAY

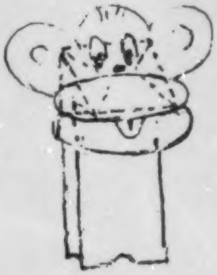
GOAL:
1. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
2. To encourage students to interact positively with classmates.
3. To encourage students to develop skills needed for healthy interpersonal relationships.

ABSTRACT: Paper bag puppets are used to model and then to report on positive communication among class members.

MATERIALS: Small paper bags, drawing of a monkey dittoed on construction paper for each child, scissors, glue, crayons.

PROCEDURE:
1. Teach the song "Monkey See, Monkey Do" or read the book Caps for Sale. Discuss how monkeys copy behavior.
2. Give each child a lunch-bag sized paper bag and dittoed monkey with which to make his/her own puppet.
3. Using a puppet, role-play verbal situations with positive and negative communications in them.
   a. Ask someone to say something nice to a classmate.
   b. Have the class mimic the speaker and say the same thing.
4. Tell the children that they are going to listen for nice/happy/positive things their classmates say. Each day one or two brief intervals of time are to be set aside for children to take their puppets and have them "say" the good things overheard.
5. Be sure to listen for positive comments you can have your monkey "say" as an example for the children. This activity may be difficult to get started otherwise.

NOTE: Make extra puppets to keep at school for role-playing if you want to let the children take theirs home.



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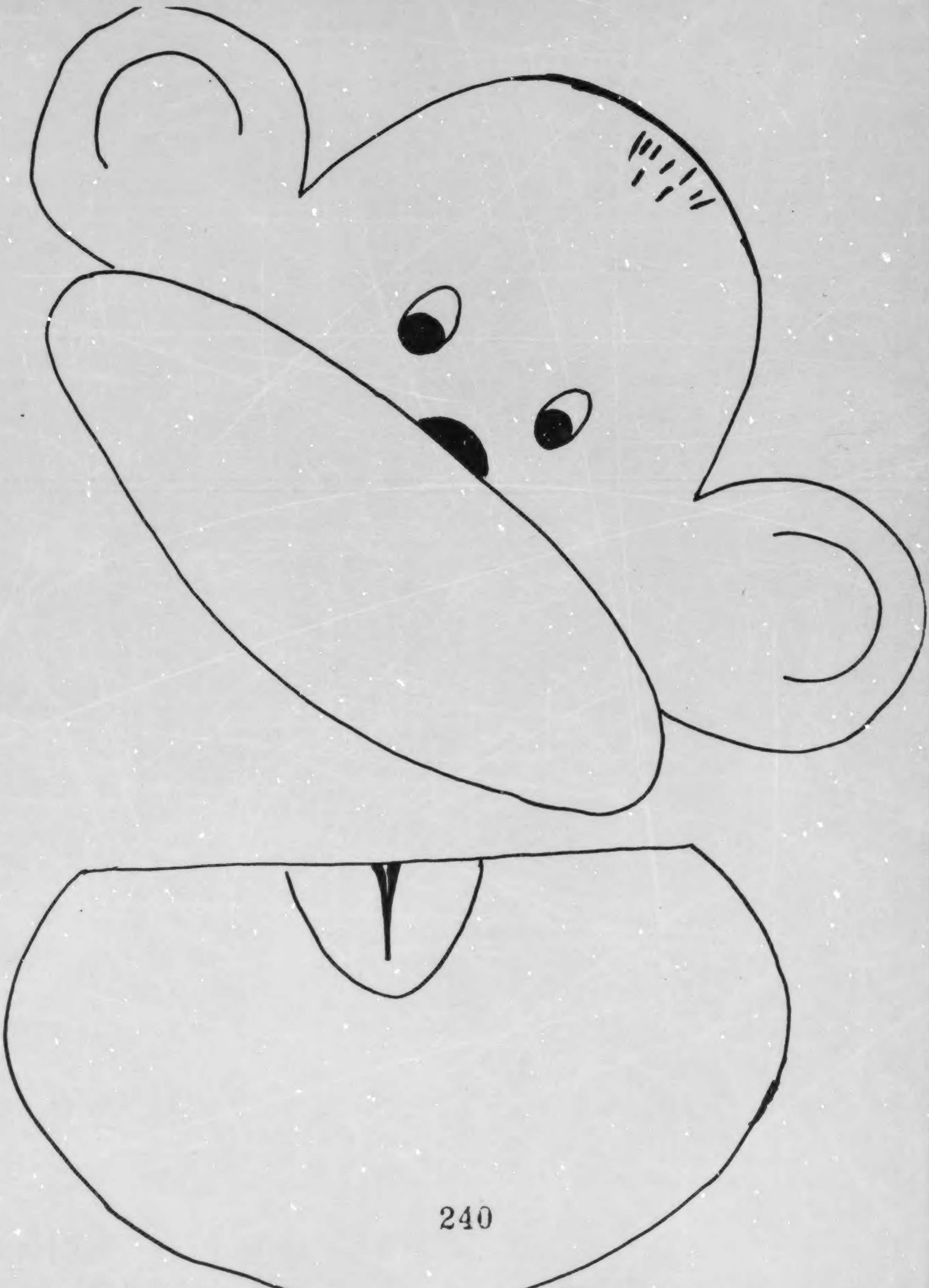
Art
Oral Language



TITLE: COMMUNI-COUNT

GOAL:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: To enhance awareness and maximize the amount of positive communication between students, each child is given a card on which he/she tallies the number of positive comments heard in the classroom.

MATERIALS: A 3" x 5" or 4" x 6" card for each student, pencils, tape.

PROCEDURE:

1. Discuss types of positive comments children might use or hear in the classroom ("thank you," "that's a neat idea," "you're good at that," etc.).
2. Tape a card which has one of the positive statements printed on it to each desk.
3. Each time a student hears his/her particular statement said, he/she puts a tally-mark on his/her individual card.
4. At the end of the week (or day), discuss the tally-mark system.
    - a. Were there more marks on the cards in certain parts of the room?
    - b. Why?
    - c. Which statements were heard the most?
    - d. Why?
    - e. Which was hardest to use? easiest?
    - f. Which ones can we try to use more this time?

(If the activity is continued over a long period of time, you may wish to exchange statements so students will have an opportunity to listen for other positive remarks.)

Grade 2

TITLE: YOU'RE A GOOD EGG

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to develop skills needed for healthy interpersonal relationships.

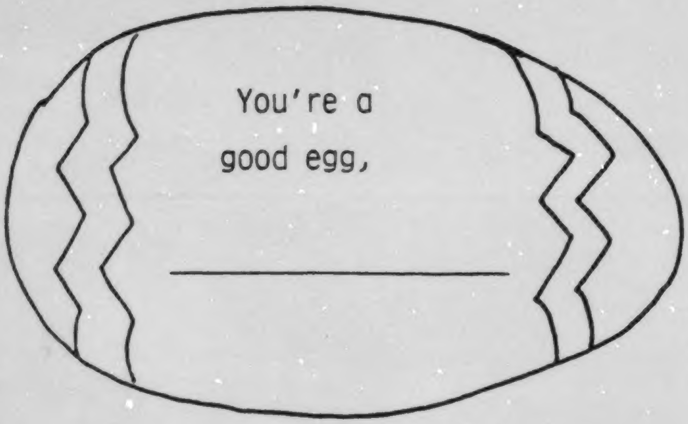
ABSTRACT: Students write positive statements about randomly-chosen classmates in this ongoing lesson which features a holiday bulletin board.

MATERIALS: Easter egg and basket patterns dittoed on construction paper, scissors, pencils, crayons, bulletin board space, and the can of name-sticks.

PROCEDURE:

1. Give each student a basket and sheet of eggs to color. Baskets should be cut out and placed on the bulletin board with students' names on them.
2. Discuss the affect on others and ourselves of positive and negative statements.
   a. What are the kinds of things we say and do that make others feel good--the positive things?
   b. Does it make us feel and act differently if we have nice things done for us and positive things said to us?
3. Each child selects a name-stick (random drawing).
4. Each child writes a positive statement or compliment for that person on a cut-out egg. (Name of person selected should be written on the front of the egg and the positive statement on the back.)
5. The egg is placed in the recipient's basket on the bulletin board.
6. Repeat for several days, having children draw different names each time.
7. At the conclusion of the activity, provide an opportunity for the children who choose to share the statement or compliment that makes them feel best.

Written Language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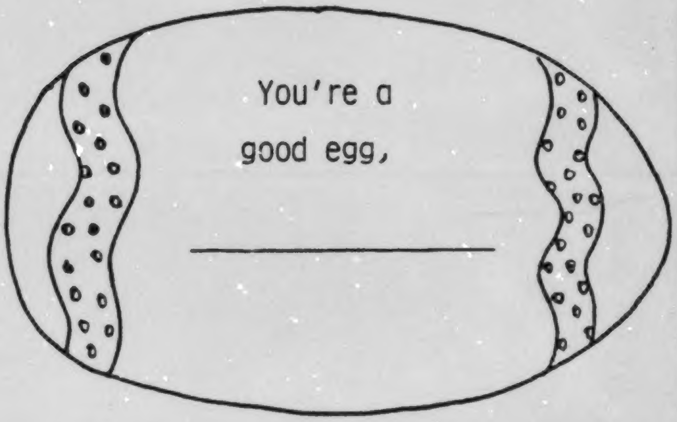
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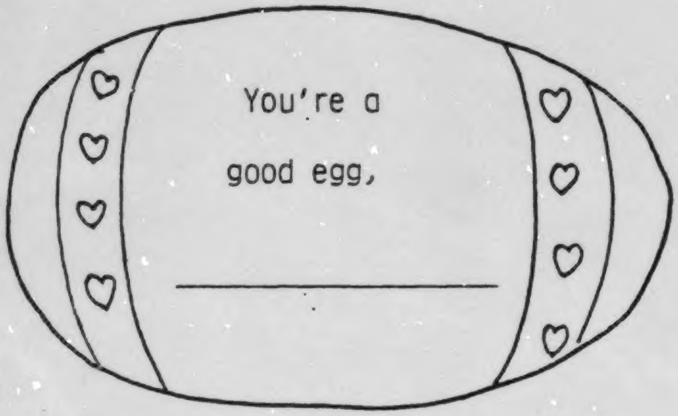
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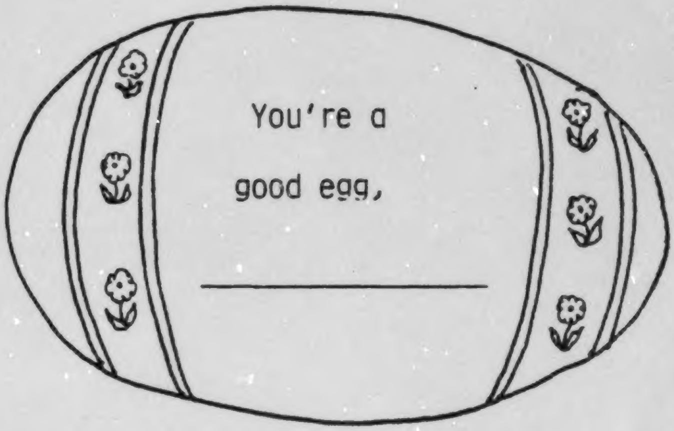
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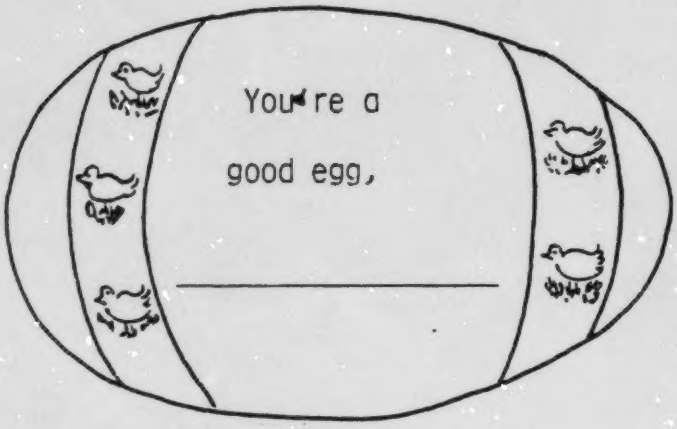
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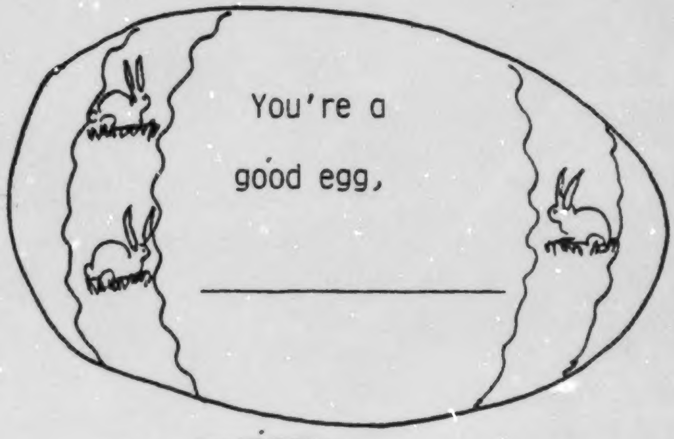
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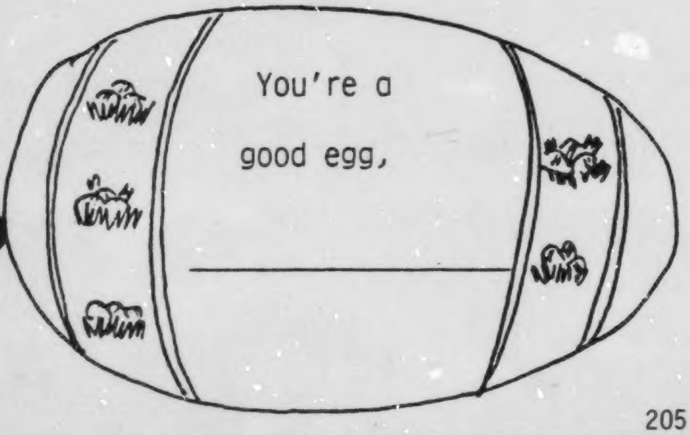
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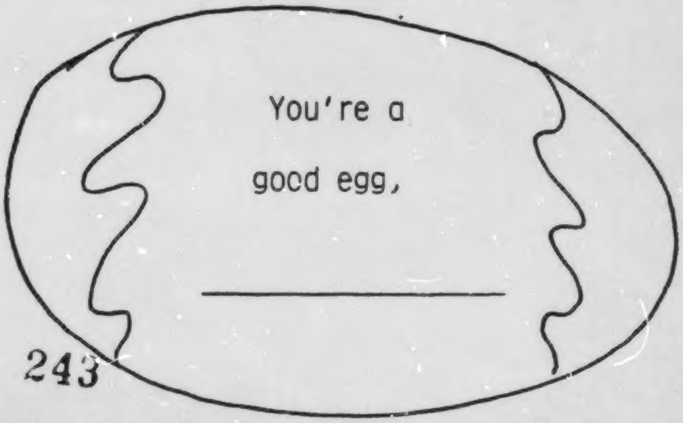
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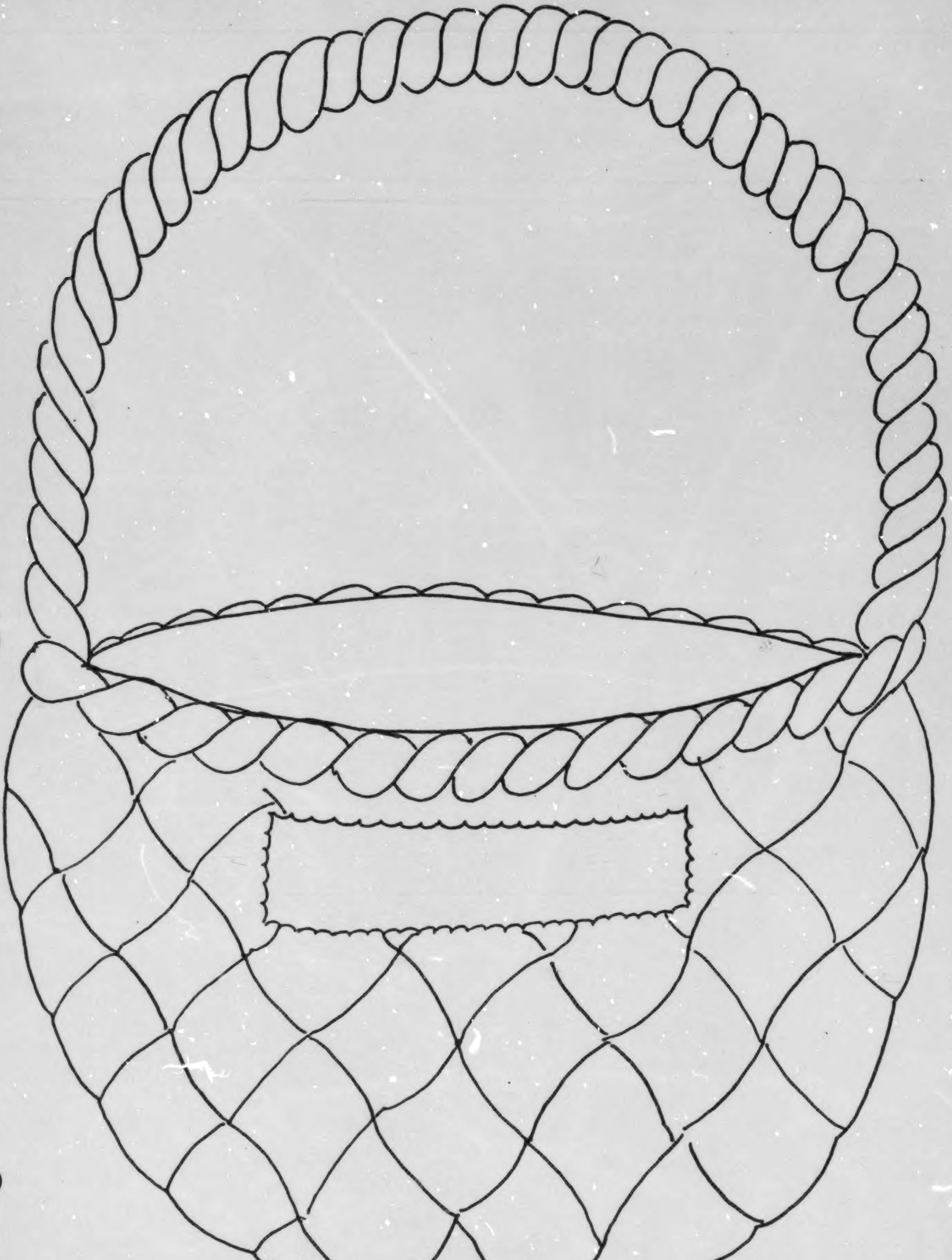

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Grade 3

TITLE: SAY IT WITH FLOWERS

GOAL:

1. To encourage students to appreciate the contributions each member may make to a group.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
3. To encourage students to develop skills needed for healthy interpersonal relationships.

ABSTRACT: The stress is on writing positive statements about randomly-chosen classmates in this ongoing lesson which features an activity-based bulletin board.

MATERIALS: Flower patterns dittoed on construction paper, scissors, pencils, brown paper baskets, bulletin board space, and the can of name sticks.

PROCEDURE:

1. Discuss the affect on others and ourselves of positive and negative statements.
   a. What are the kinds of things we say and do that make others feel good -- the positive things?
   b. Does it make us feel and act differently if we have nice things done for us and positive things said to us?
2. Each child selects a name-stick (random drawing).
3. Each writes a positive statement or compliment for that person on a cut-out flower.
4. The flower is placed in the recipient's basket on the bulletin board.
5. Repeat for several days, having children draw different names each time.
6. At the conclusion of the activity provide an opportunity for the children who choose to share the statement or compliment that makes them feel best.

Written Language

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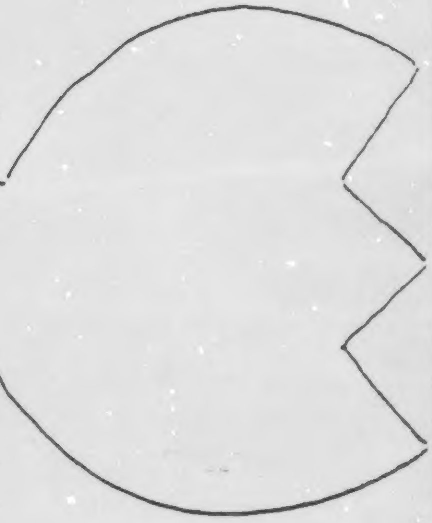

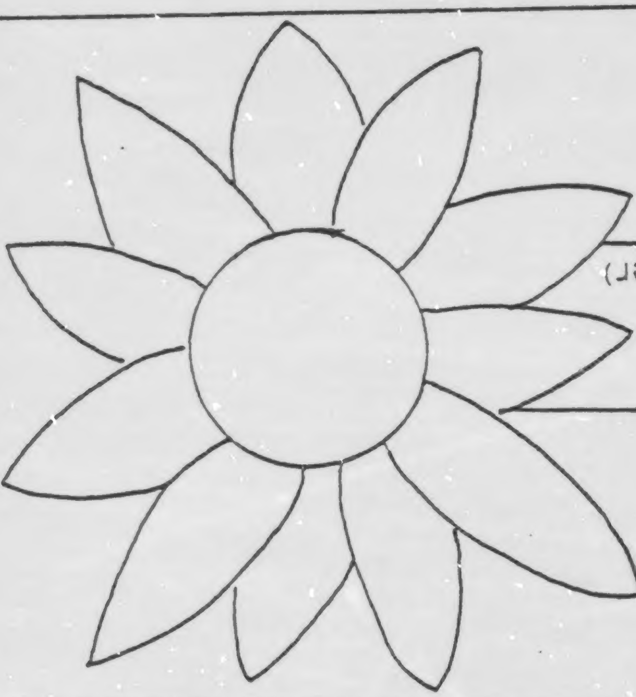

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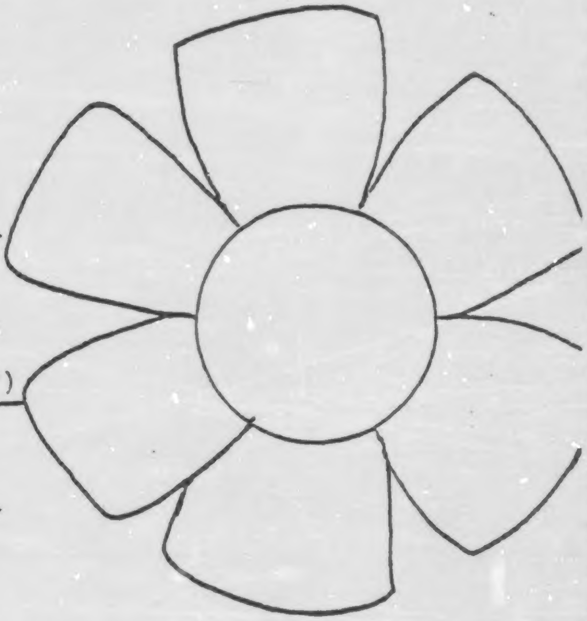

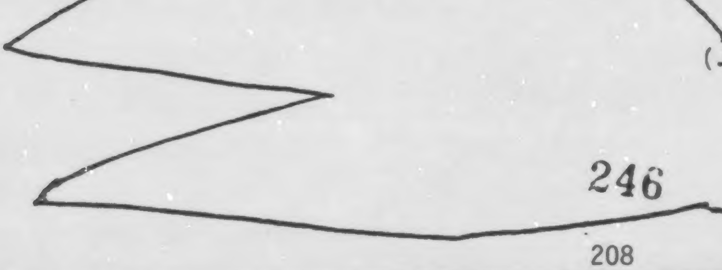

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Grade K-3

TITLE: PUZZLE PARTNERS

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Cooperation and decision-making are required for successful completion of this task as each group puts together a puzzle, decides on a subject for a picture, and completes the picture.

MATERIALS: A 3'x 2' rectangle of butcher paper cut into five or six jigsaw puzzle pieces for each group, felt pens or crayons, masking tape.

PROCEDURE: First, decide if you wish to give explicit directions and provide time for discussion about cooperation and role-playing the steps initially or if you want to give minimum instructions--recognizing that many of the children may well have problems working together on this task. The second option provides an excellent experience to use as a springboard for discussion about cooperation and learning from unsuccessful experiences. Time, then, must be scheduled for a second trial.

1. Divide class into groups of three or four students, using random selection or teacher-designed groups.
2. Give each group its puzzle.
3. Each group is to--
   a. put the puzzle pieces together (the teacher or aide needs to tape them).
   b. decide on a subject for the picture.
   c. decide who will draw each part of the group picture.
4. Discussion:
   a. What was the hardest part of this job?
   b. How could you do this more easily?
   c. Did everyone agree on what to make?

Art

Social Studies

Grades K-3

TITLE: JIGSAW SNACK
(an introduction to Jigsaw Grouping)

GOALS:

1. To introduce the pupils to a new grouping strategy.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: A complete snack for each child depends on the contribution by each member of his jigsaw group who brings portions from the initial task group.

MATERIALS:

- Four kinds of food items e.g. bite-sized cereal, pretzels, peanuts, raisins, popcorn, etc. (candy creates particular problems with equitable distribution.) *
- Four measuring cups, spoons, a baggie and a cup for each child.
- Popsicle sticks numbered 1,2,3,4 repeated in as many colors as groups of four you will have.
- One sheet of paper corresponding to each color used on the popsicle sticks.

Before beginning:

1. Decide on the amount of each ingredient you wish to use for each serving. Multiply it by four. That is the amount the child getting that ingredient should measure into his baggie.
2. Place a different colored sheet of paper for each group on a separate table or desk. Each child takes his ingredient to the space with the colored paper that matches the color of his popsicle sticks. Put four paper cups on the paper.

PROCEDURE:

1. Using popsicle sticks, divide children into four "ingredient" groups.
2. Describe the procedure. This should be done with each group separately or it can be role-played by the teacher and children she has already trained.
3. Emphasize that each child is to divide (or share) his ingredient evenly with his jigsaw group members.
4. Each child goes first to the ingredient table that has the same number as that on his popsicle stick. He measures the ingredient into one baggie or other container.

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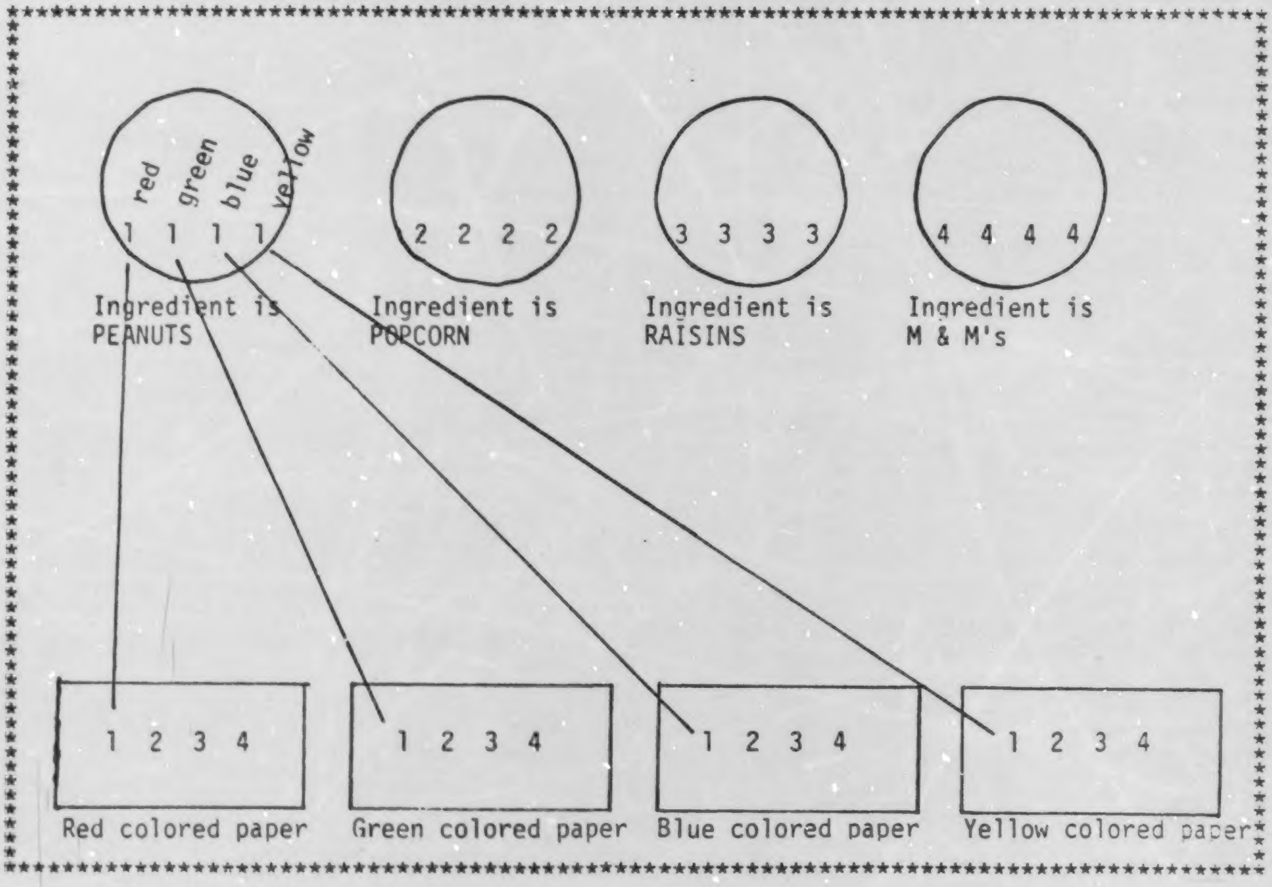
* Our teachers, however, enjoyed making a "trail mix" of M & M's, peanuts, cocoanut, and raisins.

5. After obtaining the ingredient, the child goes to the table with a color-matched paper. He divides his ingredient equally among all four cups.

6. After all ingredients are distributed the children sit in their color-groups (jigsaw groups) and enjoy their snack and conversation.


red
green
blue
yellow
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
Ingredient is PEANUTS
Ingredient is POPCORN
Ingredient is RAISINS
Ingredient is M & M's
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
Red colored paper
Green colored paper
Blue colored paper
Yellow colored paper

General Directions for using "Jig-Saw" Groupings*

In the following lessons, children are asked to learn and prepare to teach to a group only one portion of the information needed for a final product. Counterpart (or learning-task) groups are formed to find and learn the information or to collect the resources that will be used by the jig-saw (or final-product) groups.

The number of initial task-groups is determined by the subject--

--how many letters are to be included in kindergarten letter books;

--how many cartoon characters will be used on the first grade pictures;

--the four food groups studied by the second grade; and,

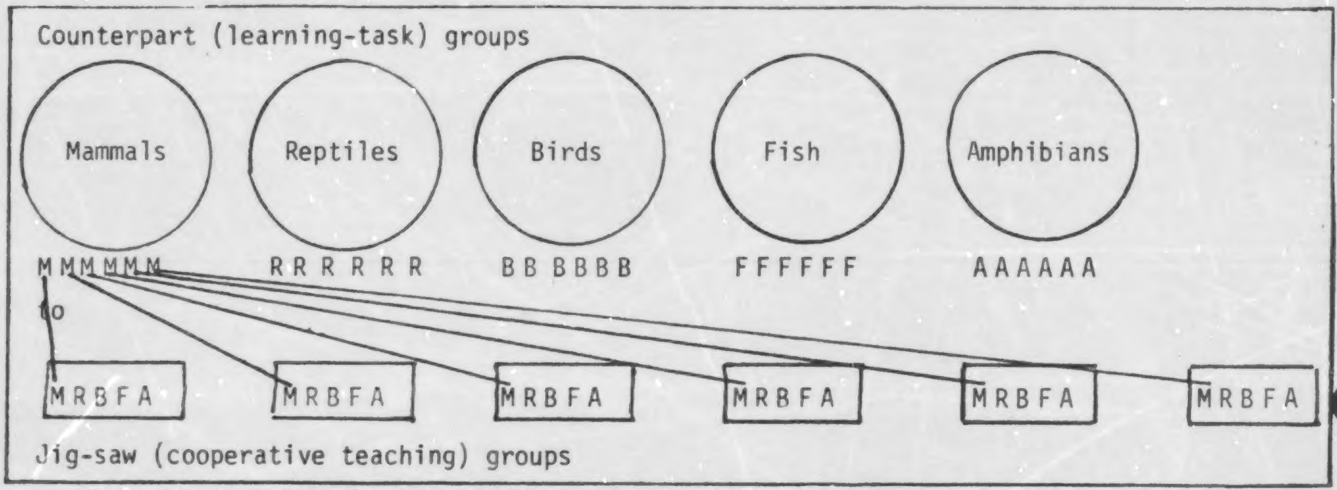
--the five groupings needed for the vertebrate reports of the third grades.

These groups may be the usual reading groups or new ones formed homogeneously so that reading materials may be provided on a suitable level to ensure success. Within these groups, the children learn the facts or get the materials needed by the final-product groups. Each member of the learning-task groups learns one part of the subject matter or finds one type of material which will be presented then, to the final-product groups. Time is allowed in the counterpart groups for the children to rehearse how they will present their information to their jig-saw group, to anticipate possible questions jig-saw group members may ask them, and to discuss appropriate answers.

After sufficient time has been spent in the learning-task groups, the children are assigned to jig-saw groups. Each of these groups has only one child from each counterpart group. This means the total jig-saw group is dependent on the contribution of each member.

The final-product will vary according to age group and subject matter. You may want to try this learning technique for a variety of topics (songs, games, science lessons, etc.) as a way to increase acceptance, friendships and cooperation.

The grouping for the third-grade lesson:



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* Adapted from Aronson, Elliot; and others. The Effects of Cooperative Classroom Structure on Prosocial Behavior. Washington, D.C. Educational Resources Information Center, 1977. (ED 150 520)

Grade K

TITLE: ABECEDARIAN

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Successful completion of a letter book by each child in a work group depends upon the contributions from every member who brings materials from previous task-group.

MATERIALS: A small blank book for each child, old magazines, scissors, glue.

PROCEDURE:

1. Decide on subject and number of pages for booklets to be made (a group of letters, numerals, etc.)
2. Divide children into groups--each group to find pictures to illustrate one letter sound. Each child in this task-group needs to find enough pictures for his/her book-making group.
3. Allow time for groups to locate and cut out pictures to go with their letter sounds. There must be a total number of pictures equal to the number of children in the class.
4. Re-group the children so that each group has one child from each letter-group. Hand out blank books. Each child then provides a picture to each group member illustrating his letter sound and checks to make sure it is associated with the correct letter.
5. Discussion:
    a. We can all be teachers for each other.
    b. What other things can we teach each other?
        1) tying shoes
        2) new games
        3) songs

NOTE: For a more detailed description of the process involved in Abecedarian, Cartoon Coaches, Foods for Four and Vertebrate Virtuosos, read page 212--General Directions for using "Jig-Saw" Groupings.

Reading

Grade 1

TITLE: CARTOON COACHES

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Successful completion of the picture depends upon every child learning to draw one cartoon animal in his/her learning-task group and teaching that skill to members of the final-product group.

MATERIALS: Incomplete picture ditto for each child, practice papers, pattern for each animal.

PROCEDURE:

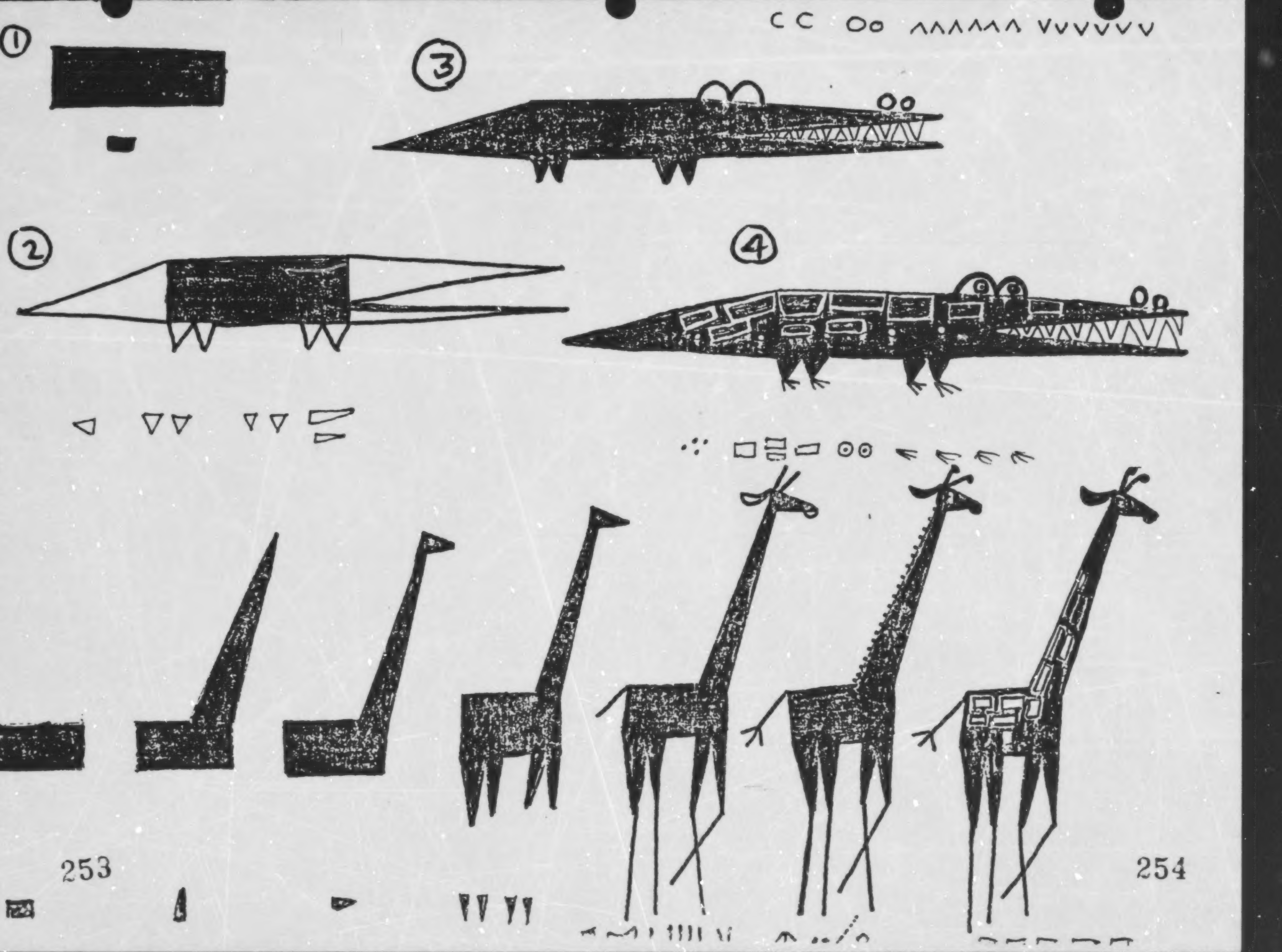
1. Divide children into four learning-task groups.
2. Teach each group how to make one animal. Have the children practice until they are skillful enough that they can demonstrate how to make that animal.
3. Divide the class into groups of four children--each group having a child who has learned to draw a different animal.
4. Give the groups scratch paper to practice drawing the animals their committee members teach them.
5. When each group has learned to draw all four animals, hand out the dittoed scenes. Each child then draws the four animals to complete the picture.

NOTE: While mastery is encouraged, the group process is the most important aspect of this lesson.

For a more detailed description of the process involved in Abecedarian, Cartoon Coaches, Foods for Four, and Vertebrate Virtuosos, read page 212--General Directions for Using "Jig-Saw" Groupings.

Oral Language
Art

SOURCE: Ed Emberley's Drawing Book of Animals,[215] Little, Brown & Co., 1970.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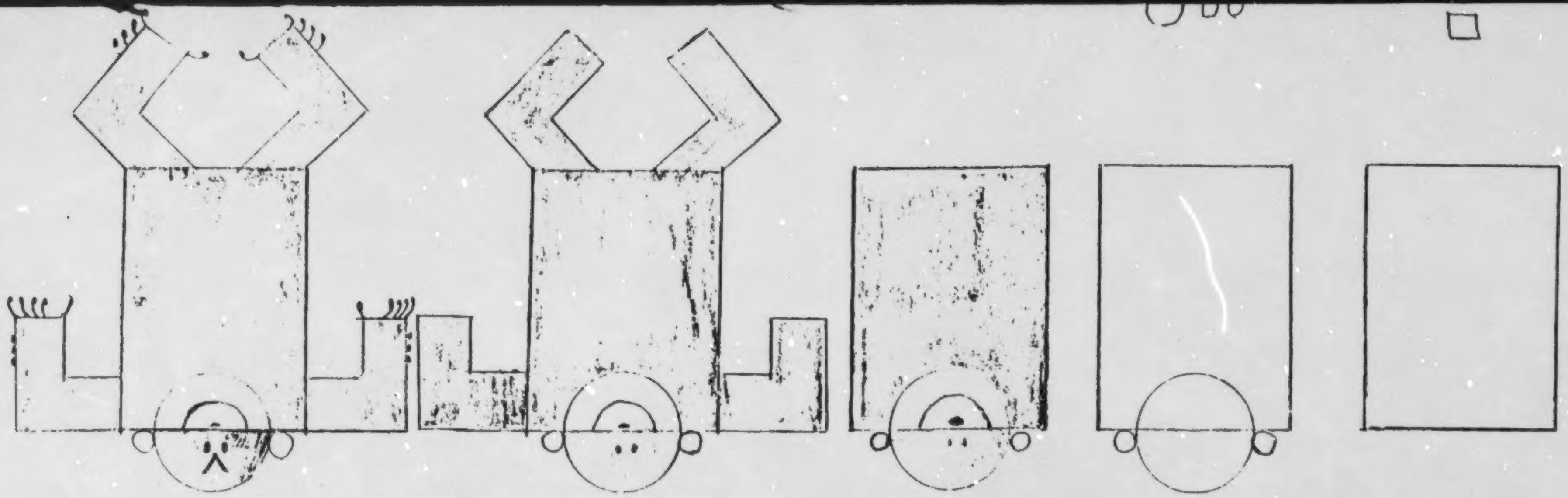

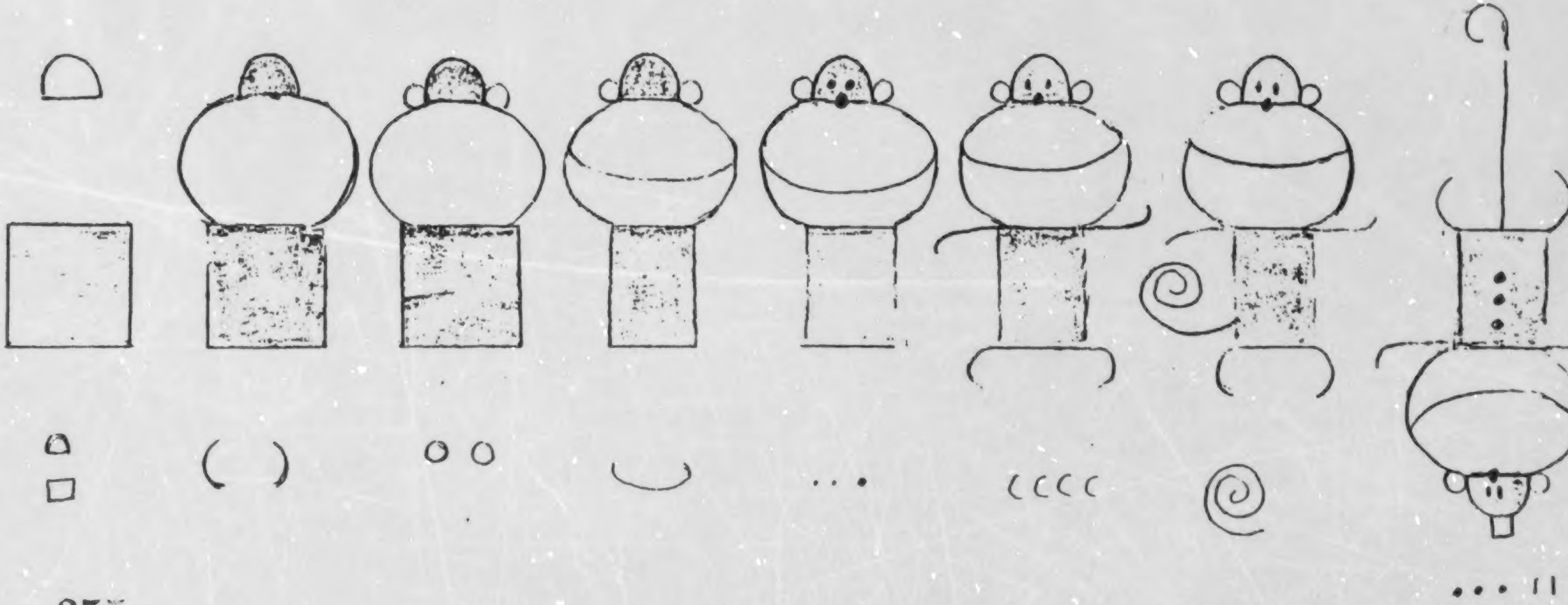

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SOURCE: Ed Emberley's Drawing Book of Animals, Little, Brown & Co., 1970.

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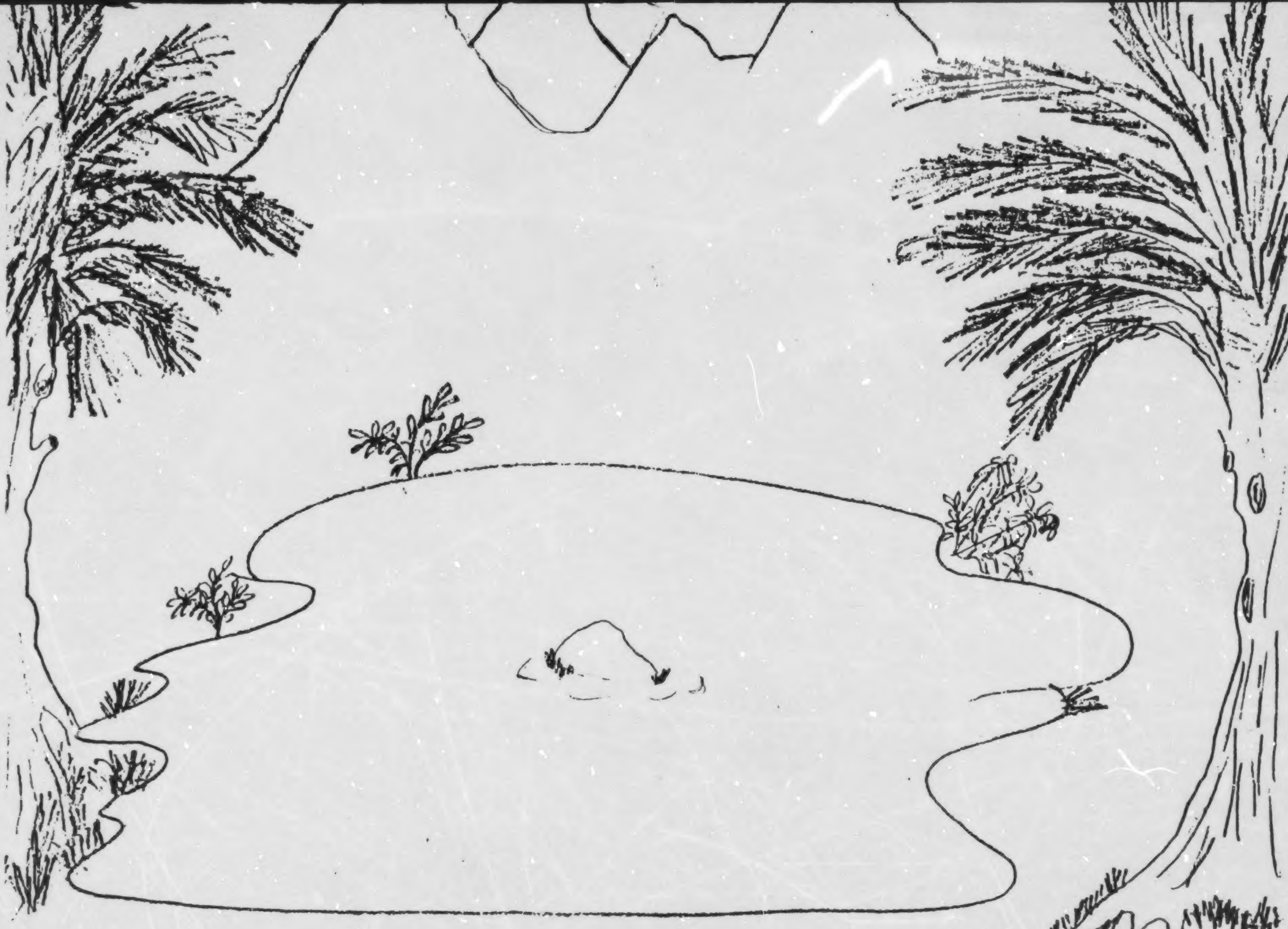


TITLE: FOODS FOR FOUR *

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Successful completion of this project depends upon every child learning his/her part in a learning-task group and teaching that information to members of the final-product group.

MATERIALS: Information about the basic food groups; regular and small paper plates, butcher paper, old magazines, scissors, glue, crayons.

PROCEDURE:

1. Divide children into groups--each group to learn about one of the basic four food groups. (You may want to use homogeneous grouping at this stage to simplify preparation of materials to be learned.)
2. Teach each group one of the food groups.
3. Assign four children to each learning-product group to teach each other the basic food groups. Each product-group must have one member from each of the four learning-task groups.
4. Describe the product each group is to make--a chart with three plates mounted on construction paper showing a selection of foods for one days' meals. The day's meals are to use the recommended servings from the basic four food groups. The food may be pictures cut from magazines, drawn, or made of flour/salt dough.
5. If desired, give the children a short quiz on what they should have learned.
6. Discussion:
   - a. We can all be teachers for each other.
   - b. What happens if we do not all do our own part?
   - c. Now that we have had this experience, should we try it again? Why? Why not?
   - d. What other things can we teach each other?

* See page 212

Grade 3

TITLE: VERTEBRATE VIRTUOSOS *

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Successful completion of a product and/or quiz including the five classes of vertebrates depends upon each student's learning in the learning-task group and communicating that knowledge to classmates in the final-product group.

MATERIALS: Books, filmstrips, and other sources of information concerning vertebrates, poster-size butcher paper.

PROCEDURE:

1. Divide children into groups--each group to learn about one of the five classes of vertebrate animals: mammals, reptiles, fish, birds, amphibians. (You may want to use homogeneous grouping at this stage to simplify preparation of materials to be learned.)
2. Teach each group the characteristics of one of the classes of vertebrates.
3. Assign 5 children to each learning-product group to teach each other the characteristics of the classes of vertebrates. Each product-group must have one member from each of the five learning-task groups.
4. Describe the product each person is to make--a chart of the 5 classes of vertebrates with characteristics. Each child should complete a chart or booklet utilizing the information which they learn from group members.

   The chart (or booklet) should contain the following for each class:
   a. where each "class" usually lives;
   b. cold-blooded or warm-blooded;
   c. type of body covering;
   d. how they breathe (lungs, gills, etc.);
   e. examples of each.
5. If desired, give the children a short quiz on what they should have learned.
6. Discussion:
   a. We can all be teachers for each other.
   b. What happens if we do not all do our own part?
   c. Now that we have had this experience, should we try it again? Why? Why not?
   d. What other things can we teach each other?

Science

* See page 212.

TITLE: SECRET SERVICE AGENT

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to develop skills needed for healthy interpersonal relationships.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Each day a new "Secret Service Agent" is appointed by the teacher without the other children's knowledge of who it is. That child tries to do a number of helpful, sharing, positive things for classmates during the day.

MATERIALS: Gummed stickers or shape of some kind to be attached in an unseen place on the "Secret Service Agent's" clothing.

PROCEDURE:

1. Discuss the idea of being a "Secret Service Agent."
   a. What does "service" mean? What kind of things could you do that would be of service to your classmates?
   b. Brainstorm a list. (Share materials, play with someone who is alone at recess, help with work, tie shoes, etc.)
2. Each day pin the secret symbol on one child who then will try to be a special helper to class-members.
3. At the end of the day, have a brief discussion period when children can suggest the names of classmates they think might be the "Secret Service Agent" and describe the good things their nominee did.

Grade 2-3

TITLE: SECRET PALS

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to develop skills needed for healthy interpersonal relationships.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: After drawing the name of a Secret Pal, each student tries to do a number of helpful, sharing, positive things anonymously for that child during the week.

MATERIALS: Name sticks.

PROCEDURE:

1. Discuss the concept of "secret pal."
   a. What types of nice things could be done for a "pal"?
   b. How would you feel if you tried to do something nice for someone and that person refused it?
2. Brainstorm a list (share materials, play with a pal at recess, help with work, etc.).
3. Each child draws a classmate's name and keeps the name hidden.
4. During the week the "secret pal" tries to do at least three special deeds for his pal each day.
5. At the end of the week, each child should be able to guess who his/her secret pal was.
6. Discuss the week's experiences.
   a. Were children in our class more helpful this week?
   b. Was it easier to plan on helping your secret pal or to accept help from someone else?

Grade K

TITLE: PAINT-A-THON

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Deciding together which part each person should paint on a group design requires cooperative behavior and good communication.

MATERIALS: Large sheet of butcher paper, lined in black pen as if it were a jig-saw puzzle, for each group; container of paint (tempera or finger paint) for each child.

PROCEDURE:

1. Randomly divide children into groups of six.
2. Give each group a lined sheet of butcher paper and paint.
3. Explain that this will be a group picture with decisions about which color should go in which space to be made cooperatively. Some children might even want to paint their colors in the same place to make a new color. (You may have the children use one finger to paint with or give each a brush.)
4. After clean-up, discuss the activity.
   a. Did you have fun doing this?
   b. Were there any problems?
   c. How did you work them out?

Art

Grades 1-2

TITLE: BORDER BUNCH

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

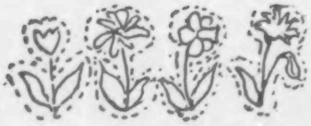
ABSTRACT: Children see how each person's cooperation and contribution is important for a well-done class project as they work in a small group to make a classroom border.

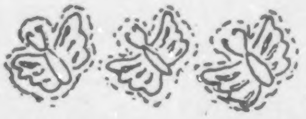
MATERIALS: A piece of white butcher paper (3 to 4 feet long) for each group, pencils, tempera pairts.

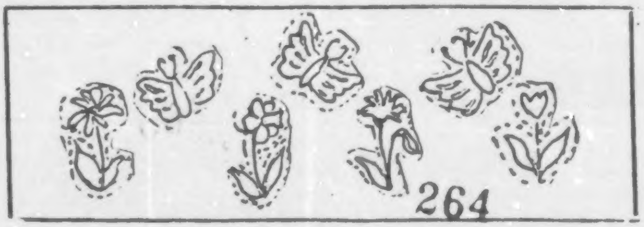
PROCEDURE:

1. Decide upon a theme for the classroom border. This could be seasonal--flowers, butterflies; Christmas trees, snow flakes--or curriculum related--rain, snow, sunshine and clouds; planets, stars and spaceships--something which lends itself to repetition.
2. Explain that the paintings will be used as a classroom border so they must use the bottom of the paper as the base of their pictures.
3. Discuss "division of labor" and what jobs different group members might be asked to do, i.e. drawing the objects, painting different colors, adding trim, etc.
4. Divide children into groups of 3 or 4 and assign each group a topic.
5. After paintings are dry, cut around the shapes as illustrated below and place around the room as a border.
6. Discussion:

   How did we cooperate in this task?
   Which parts of our border do you like best?
   Is there any way we could have made it better?







Grades 2-3

TITLE: COOPERATIVE CREATURES

GOALS:

1. To encourage students to interact positively with classmates.

2. To encourage students to work together with another student or with a group of students.

ABSTRACT: Small groups of students work together to make an imaginary creature and discuss its characteristics.

MATERIALS: Envelope or shoe box for each group which contains paper scraps, glue, scissors, pipecleaners, toothpicks, etc.

PROCEDURE:

1. Randomly assign children to groups of 3 to 4.

2. Give each group an envelope (box) as described above. Explain that the group is to make a "Topiopolus," an imaginary animal that has just been discovered. (Groups can all be asked to make their interpretation of a "Topiopolus" or different names can be given to each group.)

3. Give the groups approximately 15 - 20 minutes to make their creatures.

4. When they have finished, the groups should discuss the following questions and decide on their answers.

   a. Where does your Topiopolus live?
   b. What does he eat?
   c. What is its favorite activity?

   Each group should also choose a spokesperson to share their creature and the answers to the questions with the rest of the class.

5. Discussion.

   a. How did your group decide what a Topiopolus looked like?
   b. In what ways did you cooperate?

Art
Oral Language

Grade K

TITLE: GEO-PICS

GOALS:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Small groups of children first share their paper shapes to make individual pictures, then work together on one picture.

MATERIALS: One sheet of white or black construction paper, 9"x 12", for each child; sets of geometric shapes made of colored paper; glue.

PROCEDURE:

Part One

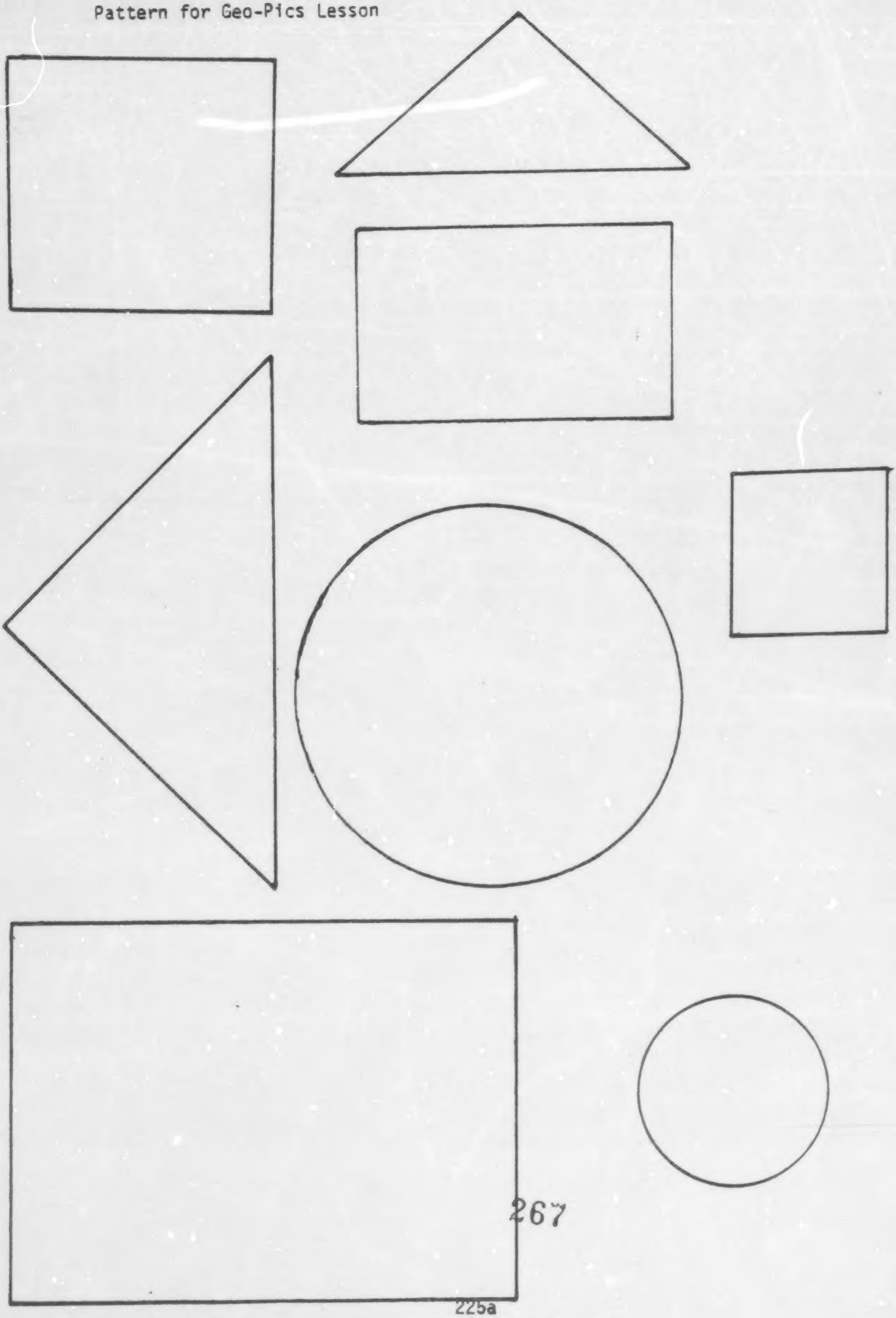
1. Describe task and review aspects of cooperative work.
2. Divide class into groups of four.
3. Give one child in each group all of the sizes and colors of one shape for that group.
4. As each child starts a picture, he/she must ask the others for needed shapes and must share the shapes he/she was given at the beginning.

Part Two

1. Have children remain in their groups.
2. Give each child a packet of shapes as above.
3. Give each group one sheet of paper (18"x 24") on which one picture (a machine, city, etc.) will be made by all group members.
4. Discussion:
    a. Was it easier to do the first picture or the group picture? Why? (Be sure the children understand that each opinion is acceptable.)
    b. Was it hard or easy to share the shapes you already had?
    c. How did your group decide what kind of picture to make?

Social Studies
Art
Math

Pattern for Geo-Pics Lesson



Grade 1

TITLE: FOUR SQUARE FRIENDS

GOAL:

1. To encourage students to accept differences and recognize similarities within a group of students.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Children, in groups of four, respond to a series of questions with drawings. Similarities and differences are evident since every paper has the responses to a single question for a group of four children.

MATERIALS: Sheets of 12" x 18" (or longer) drawing paper, crayons or marking pens. (Have one sheet of paper for each group for each question.)

PROCEDURE:

1. Discussion:
   a. Do the same things make all people happy? Unhappy? Angry?
   b. Is it all right to have different opinions? (Make sure the youngsters understand the meaning of "opinion.")
   c. This lesson may help us find out new things about each other.
2. Randomly choose groups of four children.
3. Give each group 2 sheets of paper which has been marked off into four equal sections.
4. Read 2 questions, one for each pair of students in a group. All drawings in response to each question should be on one piece of paper for each group. Two students at a time work on each paper, then trade papers to respond to the other question in the first pair. After all members have responded to each of the first two questions, hand out papers for the second pair of questions and repeat the process. Using different colored paper for each question is helpful.
5. If enough help is available, have each child dictate a response to match his/her pictures.
6. When the groups finish, give each group time to share their pictures and responses with the rest of the class.
7. Suggested questions:
   a. What do you like to play with your friends?
   b. What makes you angry?
   c. What makes you feel good about yourself?
   d. What makes you feel good about someone else?
   e. Where is your favorite place to go?
   f. What is a special treat to eat?

Art
Oral Language

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Grade 2-3

TITLE: CLASSROOM CONSENSUS

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to develop skills needed for healthy interpersonal relationships.
3. To increase students' abilities to participate more frequently and more equitably in small groups and classroom communications.

ABSTRACT: An opportunity to experience the process of coming to consensus, as well as the opportunity to share ideas, interests, and feelings, is provided in this discussion-group activity.

MATERIALS: One copy of worksheet for each group.

PROCEDURE:

1. Discussion:
   a. Introduce concept of group consensus (an opinion held by most or by all).
   b. How does this differ from "majority rules"?
   c. How can we guarantee that everyone has an opportunity to participate and express an opinion?
2. Randomly divide class into groups of 5 or 6.
3. Give each group one worksheet and explain that the members within a group must agree on something for each category.
   e.g. What is a food that everyone in the group likes?
   pizza? hamburgers?
   What is a food that everyone in the group dislikes?
   liver? spinach? ice cream?
4. If a group finishes earlier than others, have those children try to agree on other possibilities for each category.
5. Discussion:
   a. Share items on each worksheet with the whole class.
   b. What is the hardest thing about coming to group consensus?
   c. In what ways did you have to cooperate?
   d. Were you surprised about anything you learned?

Oral Language
Social Studies

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CLASSROOM CONSENSUS WORKSHEET

CATEGORY	LIKE	DISLIKE
FOOD		
P.E. ACTIVITY		
TV SHOW		
SCHOOL SUBJECT		
VACATION PLACE		

TITLE: ALPHABET ACTORS

GOAL:

1. To encourage students to work together with another student or with a group of students.
2. To encourage students to develop leadership skills and to apply these skills in a cooperative environment.

ABSTRACT: Cooperation is required to make some body-letters and to make body-words. The role of "director" or leader is explored.

MATERIALS: Large open space inside or on grass.

PROCEDURE:

1. Divide children into groups of four or five.
2. Name a letter and give them a very short time to make it by using their bodies--alone or with others--lying on the floor or on the grass.
3. Progress to simple words--it, at, no, up, etc.
4. Discussion:
    a. Were we able to do this job all by ourselves?
    b. How did we decide who would do each part?
    c. Did any group have someone who figured out what to do and was the "director" or "leader"?
    d. Could we make longer words? How?

P.E.
Reading

Grade 1

TITLE: PEOPLE PACKAGES

GOAL:

1. To encourage students to accept differences and recognize similarities within a group of students.
2. To encourage students to develop skills needed for healthy interpersonal relationships.

ABSTRACT: Children learn that just as good things may come in unattractive wrappings, people should not be judged by their "exterior."

MATERIALS: Two packages--
one nicely gift-wrapped containing an undesirable object such as an old shoe; and
one wrapped unattractively which contains something they like (gum, candy, etc.)

PROCEDURE:

1. Show the packages to the children and tell them that they may choose one as a present for the class.
2. Discussion:
    a. Which would be the best gift? Why?
    b. What do you think might be in each package?
    c. Can you tell what is in a package by looking at the outside?
3. Take a vote to select the class gift.
4. Before opening the package, continue the discussion.
    a. Do people come in packages?
    b. Let me describe my people package.
    c. Who can describe other people packages?
    d. Is there another people package in the world just like you?
    e. Introduce the word unique. (Discuss twins. Even they have differences: fingerprints, voices, and other features.)
    f. Point to a child and say, "I can tell by looking at that people package that he doesn't like ice cream." Then ask the class what they think about the comment.
    g. How do you find out what a people package is like inside? (The teacher may need to continue making generalizations about students until the idea comes out that one must get to know a person in order to know what he is really like inside.)
5. Open the selected gift.

6. Discussion:
   a. What have we learned? Try to elicit the following ideas:
      1) People are different.
      2) One must get to know a person in order to know what that person is like inside.

7. Allow the students to open the other package. Use its contents to further reinforce the lesson. Share the gift with the class.

Oral Language

SOURCE: Adapted from The Person I Am, Kindergarten, San Diego City Schools

Grade 2-3

TITLE: ADJECTIVE ATTRIBUTES

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to accept differences and recognize similarities within a group of students.

ABSTRACT: What positive adjectives can be found to match each letter in a name and also describe the person named? A word search with this as the goal reinforces the use of positive descriptions.

MATERIALS: Scratch paper, writing paper, pencils, dittoed list of alphabetized, positive adjectives beginning with all the letters of the students' names.

PROCEDURE:

1. Give each child the list of adjectives.
2. Discussion:
   a. Each of us has special traits. These are ways we look, act, and feel. Some of our traits are the same as some of our friends'. Some are different.

   b. These are special describing words--adjectives--that we use to tell about ourselves and others. Let's go over the list I have handed to you.
3. Divide class into randomly-chosen groups of three or four. (If the class has been seated recently in islands on a sociometric basis, these can be used as work groups on this task.)
4. Have each child print the letters of his/her name down the left edge of the page.
5. Exchange lists within the group.
6. The children then locate adjectives on the list that begin with each letter of the name on the list they have. Helping each other and discussing the most appropriate adjective is encouraged.

Suggestion: Second-graders may need to do this activity over a number of short periods using the whole class as the group and describing two or three children at a time.

ADJECTIVE ATTRIBUTES
WORKSHEET

acrobatic
active
agreeable

busy
big
beautiful
brave
bubbly

cute
cool
caring
cooperative
clever
confident

daring
dependable
delightful
dynamic
dear

eager
energetic
enjoyable
entertaining

enthusiastic
expert

fair
friendly
fast
fun
fantastic
frisky

glad
great
good
gentle
giggly
genuine
gymnastic

handy
happy
helpful
healthy
honest

interesting
in-to-it
important

impish
industrious
incredible
intelligent

joking
jolly
just
jovial
joyful
joyous

keen
kidding
kind
knowing

likable
loving
lively
leader
lovely
little

merry
mighty
mild

mindful
muscular
musical

neat
nice
nifty
nimble
noticeable

okay
objective
outgoing
observant
optimistic
original

particular
peaceful
pleasant
pretty
perky
persistent
positive

qualified
queenly

quick
quiet

racer
radiant
rapid
ready
resolute
respectful
rusher

saucy
scholarly
smiling
special
super
small
strong

thoughtful
truthful
tactful
terrific
trustworthy

understanding
unchangeable

uncommon
unselfish
upbeat

valiant
valuable
verbal
vibrant
vigorous
vivid

warm-hearted
watchful
way-out
whiz
wise
wonderful

"X"tra-ordinary

young
youthful

zestful
zingy
zippy

TITLE: SENTENCE CHAIN

GOAL:

1. To increase students' abilities to respond appropriately and/or initiate communication on topic.
2. To increase students' abilities to listen positively.
3. To increase students' abilities to participate with greater frequency and more equitably in small groups and classroom communications.

ABSTRACT: Children must listen to the people preceding them to be able to contribute to a complete sentence.

MATERIALS: None

PROCEDURE:

1. Seat students in a circle. Teacher starts the activity by saying the first word of a sentence, e.g. "The ..."
2. Student to the right of the teacher adds the next word, e.g. "The dog ..." The second child to the right adds the next word, e.g. "The dog was ..." Continue until you have a complete sentence.
3. Teacher then starts a second sentence with the next child and continues on around the circle.
4. A language experience story can be written this way if the teacher writes down the responses and/or tapes the activity. You may use pictures for subject matter or allow free association.
5. Repeat the activity as long as it holds the children's interest.

VARIATION: Have each participant contribute 4 words to the continued story.

Grade 1

TITLE: CLASSMATE CATEGORIES

GOAL:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To increase students' abilities to listen positively.

ABSTRACT: Students learn more about their classmates as they guess the answers to questions, fill out a grid and listen to their classmates responses.

MATERIALS: A dittoed copy of the Classmate Categories grid for each child.

PROCEDURE:

1. Give each child a blank grid. Choose three students to be "it" during the first round and put their names in the squares for students 1, 2, and 3. (A sample matrix on the chalkboard)
2. Ask the three people chosen to leave the room while students fill out the grids (you may allow students to work in pairs). They are to guess how each person would answer the questions and put the answers in the appropriate box.
3. Bring the three students back in and ask them the questions. Students self-correct their grids to determine how well they know their classmates.
4. Repeat the activity with another group and allow time during the week for all students to have a turn.
5. Other questions could be substituted such as:
    a. What kind of a pet do you have (or would you like to have)?
    b. When is your birthday?
    c. What is your favorite TV program?
    d. How many brothers or sisters do you have?
    e. What is your favorite ice cream flavor?

Oral/Written Communication
Social Studies

ROUND 1

What is your favorite--	1	2	3
food?			
game?			
color?			

ROUND 2

What is your favorite--	1	2	3
food?			
game?			
color?			

Grade 2

TITLE: ALL-STARS

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: The best traits of each child in the classroom are noted on "baseball caps" by classmates. After making a self-portrait to fit the "caps," the "All-Stars" are grouped in a bulletin board display.

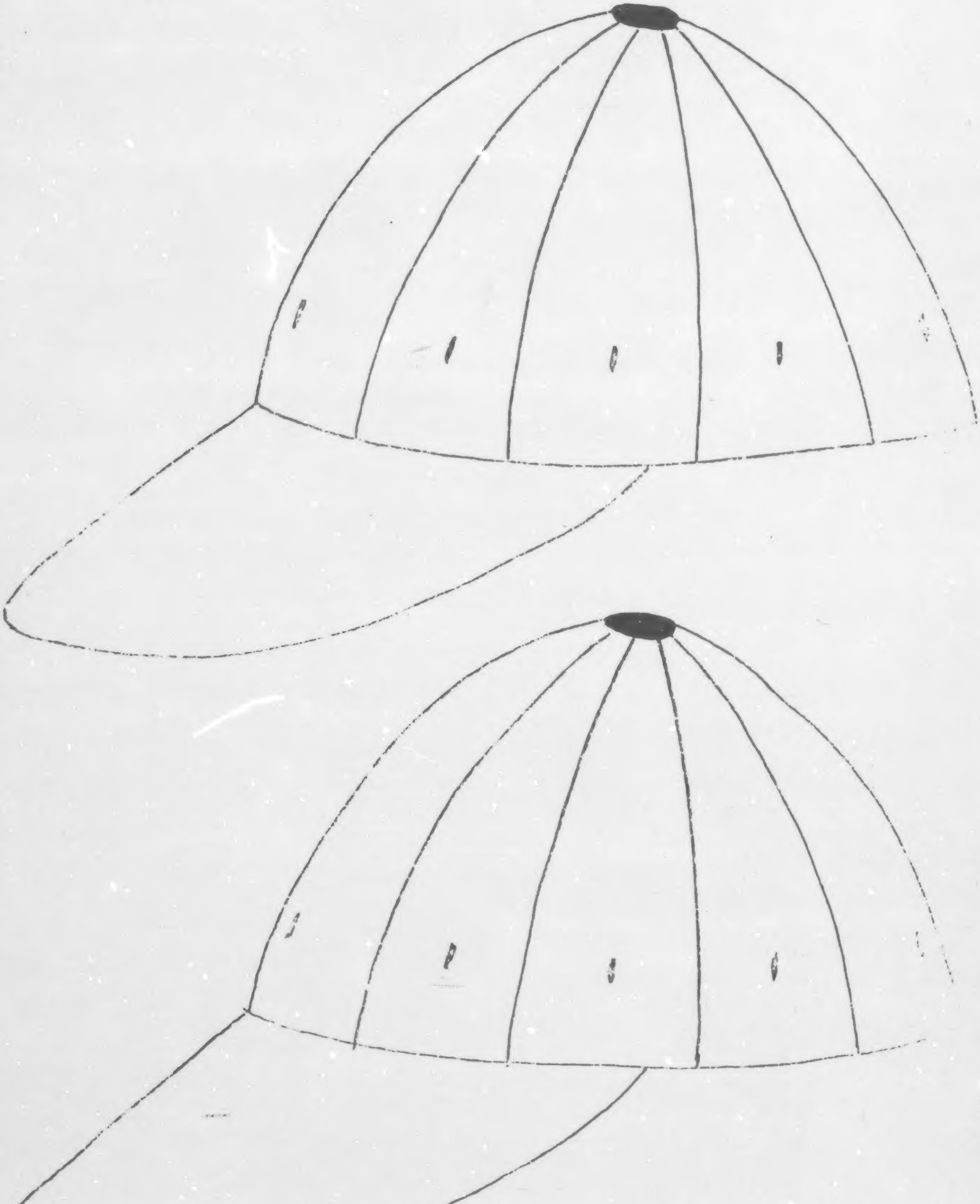
MATERIALS: Construction-paper baseball caps (light enough in color for writing to show), flesh-colored construction paper or manila paper, pencils, crayons, scissors, paste.

PROCEDURE:

1. Discussion:
    - a. Do we remember what a compliment is?
    - b. Can we mention some of the good things we like about our classmates? (Write phrases on chalkboard.)
    - c. There may be more special things about each of us that we don't know yet. How could we find out?
    - d. Asking someone about themselves is called an interview. Today we are going to interview each other and write the good things we find out about them on their cap.
2. Select groups of five students to work together.
3. The children interview each other and each writes one good thing about the members of the group on that member's cap. The member's name is put on the visor.
4. When a cap is finished the owner draws a self-portrait (head only) on which to paste the cap.
5. The finished products are displayed on the bulletin board after they are shared orally.

Art
Written Language
Oral Language

Worksheet for ALL STARS



TITLE: SUPER BUNCH

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to accept differences and recognize similarities within a group of students.

ABSTRACT: An attractive bulletin board increases the cohesiveness of the class as students view their own picture with its descriptive clerihew along with those of their classmates.

MATERIALS: Bulletin board arrangement of a cluster of construction paper grapes (one for each class member with a picture of each child on it), scratch paper, writing paper, pencils, glue.

PROCEDURE:

1. Discussion:
   a. Look around our class. In what ways are we the same? In what ways are we different? Do you think there may be things about each other that are similar we don't know yet?

   b. Let's make a special bulletin board that will help us get better acquainted. You've already noticed the big bunch of grapes with a picture of one of you on each grape. Now we are going to do a special activity that will add to it.

2. Explain directions for clerihew.
   a. LINE 1: Someone's name
      LINE 2: Rhymes with Line 1
      LINES 3 and 4: Rhyme with each other
   b. The subject is to be themselves.

3. Demonstrate by writing a clerihew using your name (or the aide's or principal's) as a group activity. Read any other examples you may have.

4. If desired, allow students to work in pairs or triads.

5. Neatly copy or type each clerihew and paste below the owner's picture.

6. Discussion:
   a. Share clerihews as desired.
   b. Did we learn anything new about each other today?

NOTE: This may be done without the photographs, but with them it is even more effective as a bulletin board.

* A clerihew is a humorous, quasi-biographical poem with four lines of varying length.

TITLE: KINDERGARTEN YEAR BOOK

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to appreciate the contributions each member member may make to a group.
3. To increase students' abilities to respond appropriately and/or initiate communication on topic.

ABSTRACT: Children are given a booklet containing copies of all class members' self-portraits, and an autograph session and a time to reflect on the years' events.

MATERIALS: 4" x 5" pieces of white paper, pencils, thermofax ditto masters and paper, crayons.

PROCEDURE:

1. Give each child a piece of 4" x 5" white paper and ask them to draw self-portraits using only a pencil. Children should write their names on the back side of the papers.
2. After the portraits are completed, the teacher places them four to a page, prints the name of each child by his/her portrait, and makes thermofax ditto masters. These pages are assembled into a booklet for each child. Additional pages are also included with places for pictures and sentence completions. Examples:

   The best thing about kindergarten is.....
   My best friends in kindergarten are.....
   I learned how to.....
   The thing I like to do most with our class is.....
   Our class is happiest when.....

3. Give each child a booklet and give them time to find his/her own picture. Explain the concept of "autographed pictures" and give children time to sign each other's yearbook.
4. In a follow-up session, have children draw pictures and dictate sentence completions for the remaining pages.
5. Provide time for a discussion in which the children share their responses to the sentence completions.

TITLE: FIRST CLASS FRIENDS

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
3. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Students interact and learn more about each other as they complete the end-of-the-year autograph book.

MATERIALS: Construction paper for covers, Thermofax ditto masters and paper, crayons, pencils.

PROCEDURE:

1. Give each child an autograph book containing the following 5½" x 8" pages. Have each child put his/her name, and the year on the cover.
2. Have children fill in the blanks on the first page.
3. Read each page together and have children raise their hands if they feel the statement describes them.
4. Allow several 10-15 minute sessions for children to sign each others autograph books. They mas ask people to sign specific pages or the person signing may have a special page they wish to sign.
5. Encourage students to have everyone in the class sign at least one page. Some pages may have more signatures than others.

First Class Friends

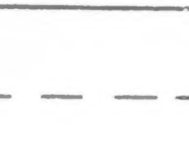
My Name

____

My friends signed this book when I was in __________ grade.

My teacher was ______________________________

at ______________________________ school.



These people like to read.

Good Artists

"C'est Magnifique"

286

Super Smiles

Good Sports

Fast Runners

My Friends

288

Grade 2

TITLE: SUPER CLASS

GOAL:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: Students make a poster which reflects their feelings about themselves, their friends, and school year events.

MATERIALS: Assorted colors of 12" x 18" construction paper, ditto masters and paper, glue, crayons or marking pens.

PROCEDURE:

1. Give each student three dittoed "Super Class" activity sheets and review the directions for each object. You may want to use several sessions for this activity and give one sheet for each session.
2. Students are to draw, color, or write appropriate responses on each object. Emphasize neatness and color as these sheets will be used to complete a poster for each student to take home.
3. When all three sheets are completed, students cut out the shapes. They choose their favorite color for a background, experiment with arranging the shapes on it, and glue them on the 12" x 18" construction paper to complete their posters.
4. Allow time for individual children to share their posters with the class.

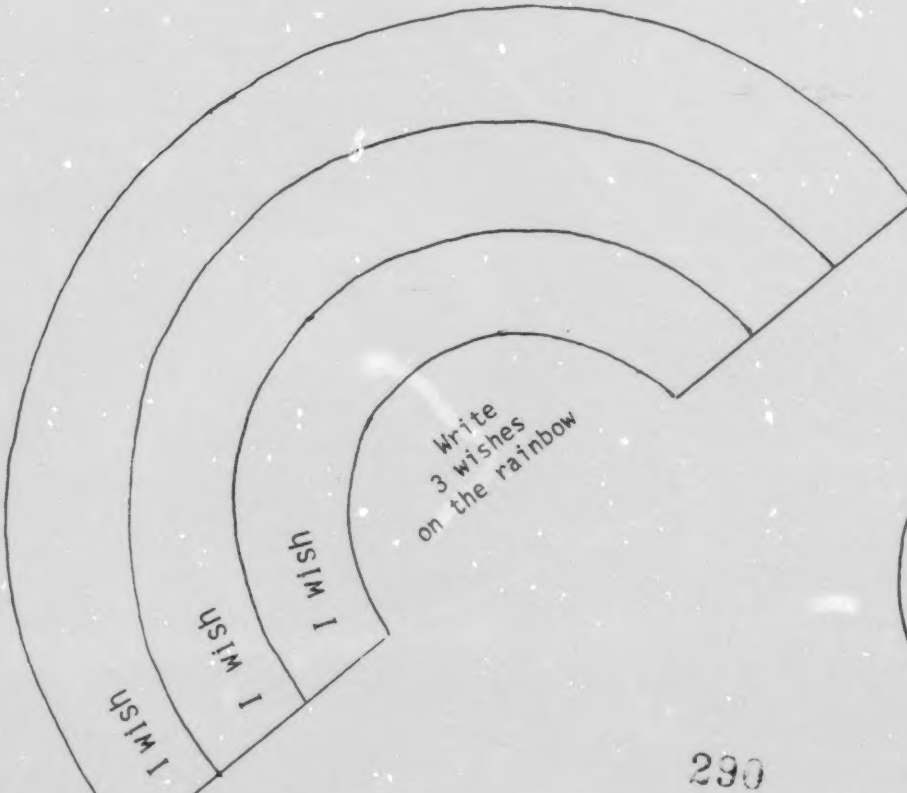
Oral and Written Communication
Art

Super Class

starring

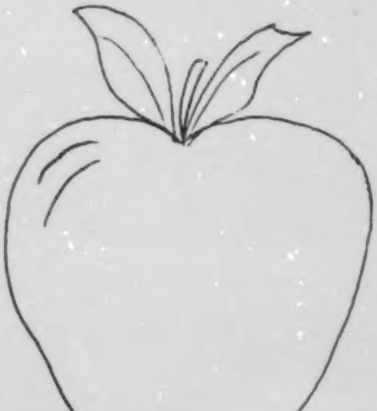
____

and my friends in Room __

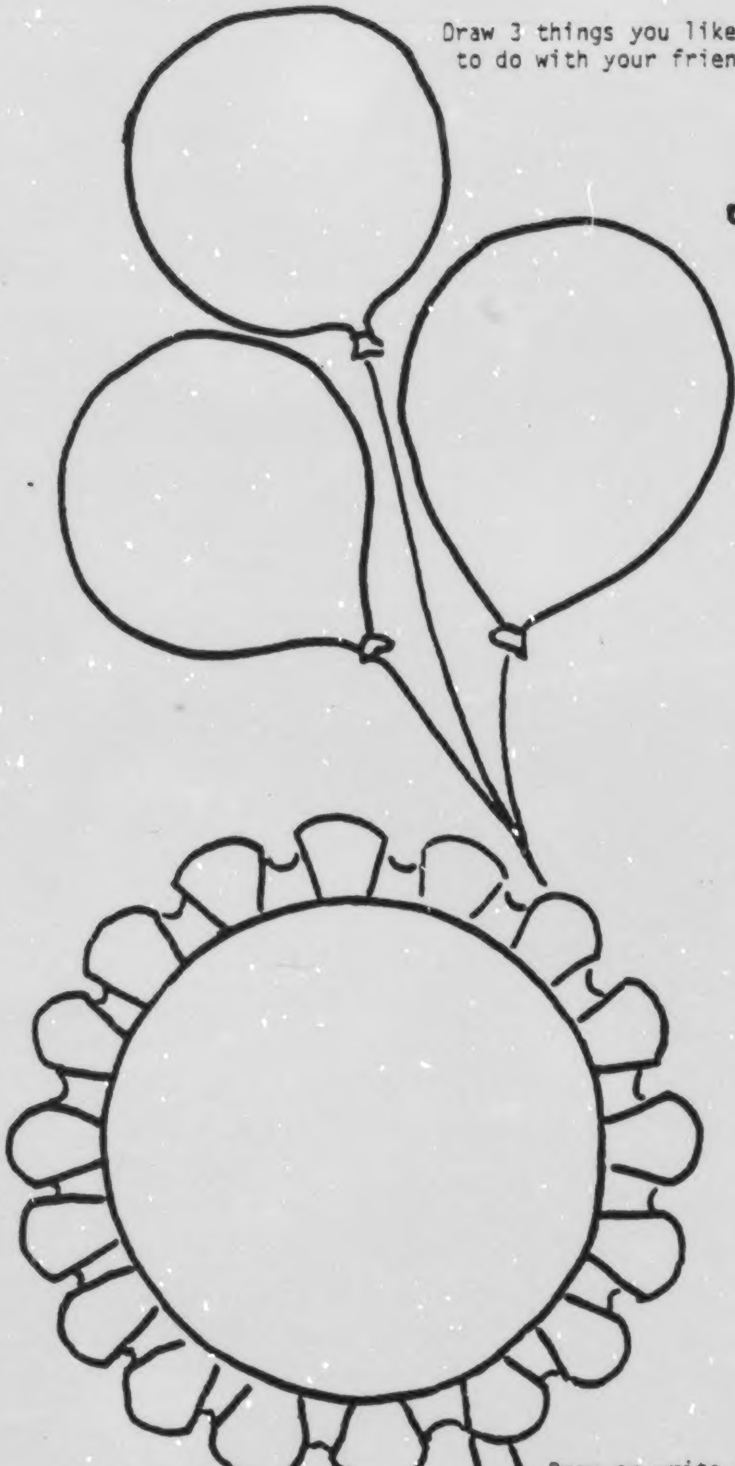

I wish
I wish
I wish

Write 3 wishes on the rainbow

Have your teacher sign the apple

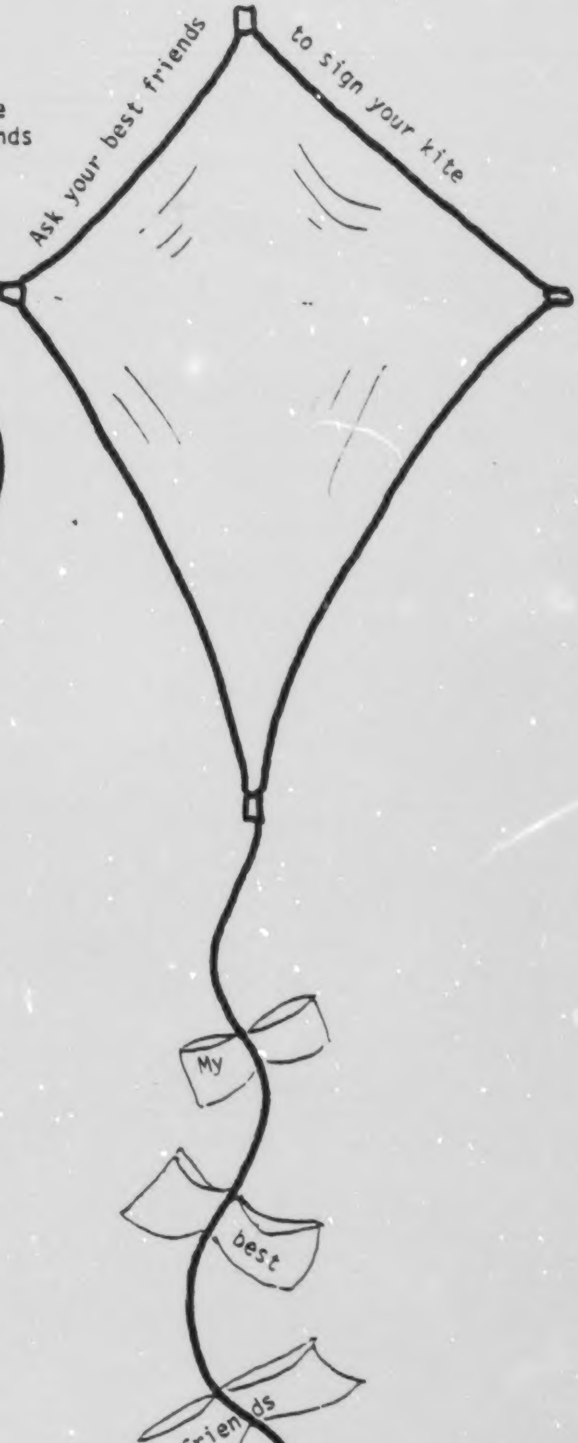


Draw 3 things you like
to do with your friends



Draw or write something
you do well

Ask your best friends to sign your kite


My
best
friends

Some things I learned this year were: ______________________

____

____

The best thing about school this year was: ______________________

____

Fill in the blanks and draw a picture on each cloud

TITLE: ME, MY CLASS, AND I

GOALS:

1. To encourage students to interact positively with classmates.

2. To increase students' abilities to respond appropriately and/or initiate communication on topic.

3. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: During several class sessions, students complete a booklet through interviews with classmates and open-ended individual writing assignments.

MATERIALS: Construction paper folders and booklets made from the following masters for each student.

PROCEDURE:

Session I -

1. Distribute booklets. Discuss format and the plan for completing the booklets.

2. Read through the "Me" page so that all students understand the incomplete sentences.

3. Give students time to complete the "Me" page and decorate their folder cover.

4. Collect booklets.

Session II -

5. Explain directions for "My Class" pages.

6. Read through all statements allowing one or two students to complete each statement orally.

7. Allow students to interact, complete sentences and sign each others book.

Sessions III and IV -

8. Continue class interaction sessions as described in Session II.

Session V -

9. Read through the "I" page statements so that all students understand the incomplete sentences.

10. Give students time to complete their "I" pages independently and to catch up on any incomplete pages.

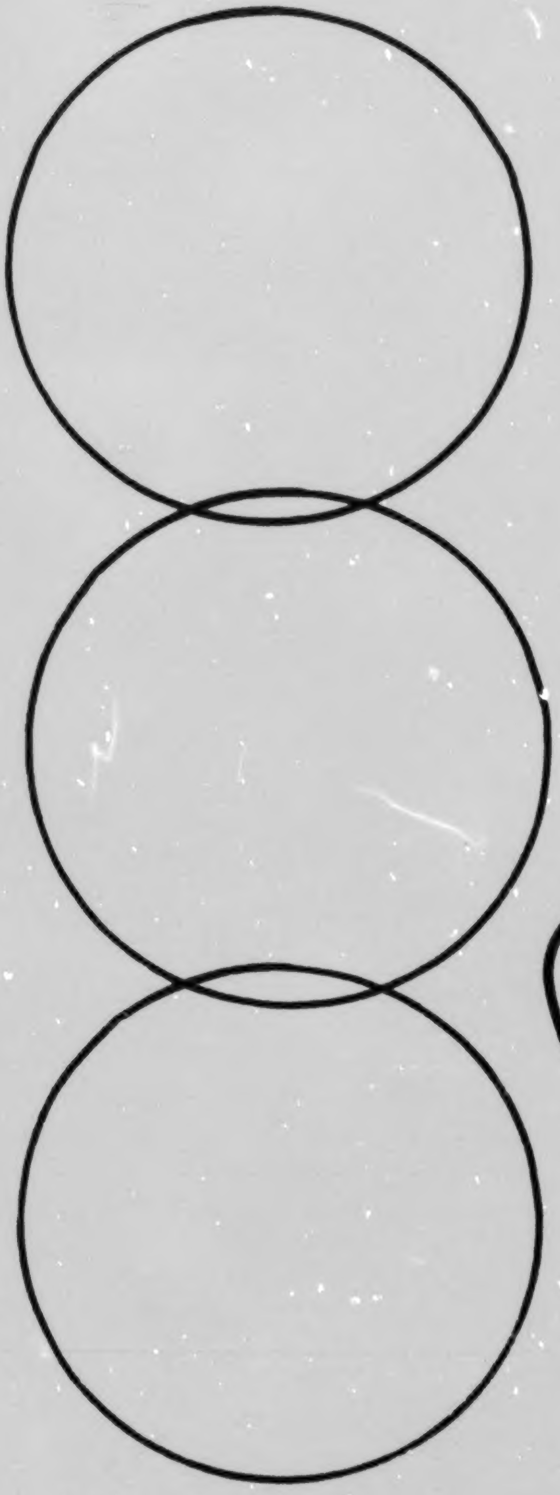
Discussion:

1. What part of this activity did you like most? least?

2. What part was the most difficult?

3. Raise your hand if you learned something new about someone in the class.
4. What was the most surprising thing you learned about a classmate?
5. Did you discover anything new about yourself?

Written Language
Handwriting
Reading



me
my
C.L.A.S.S.
and
I

me

Complete each blank below. Answer each statement as you feel your friends would answer. Think carefully before you begin.

My friends say I'm the kind of person who would ____________________

____

____

My friends would use the following words to describe me __________

____

____

My friends would say I get angriest when ________________________

____

____

My friends would say that my saddest moment was when ____________

____

____

My friends would way I'm happiest when __________________________

____

____

My friends would say that my most embarrassing moment was when

____

____

MY C.L.A.S.S.

As part of your "Me, My Class, and I" book, you are to have your classmates complete the sentences below and sign their names. Make sure everyone fills out a sentence. Do not allow a student to complete more than one sentence until each student in class has had a turn.

The hardest job this year was when ______________________________

____

Signature ____________________

If I were rich, I'd ____

____

Signature ____________________

People like the way I ____

____

Signature ____________________

I can get my way when I ____

____

Signature ____________________

People think I'm ____

____

Signature ____________________

The teacher was wrong when ______________________________________

____

Signature ____________________

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I like to help people ______________________________

____

Signature ________________

A good friend is a person who ____________________________

____

Signature ________________

When I'm older, I am going to ____________________________

____

Signature ________________

I like our class because we ______________________________

____

Signature ________________

Our teacher is a good teacher because ____________________

____

Signature ________________

I knew I did well when ___________________________________

____

Signature ________________

I wish I could ____

____

Signature ________________

I wish our class could ___________________________________

____

Signature ________________

I was maddest at school when ______________________________

____

Signature ______________________

The first day of school this year I was ______________________

____

Signature ______________________

The most fun I had in school this year was when ______________

____

Signature ______________________

If I had a magic wish I'd wish for ___________________________

____

Signature ______________________

I was the most scared this year when _________________________

____

Signature ______________________

The teacher was very proud of me when ________________________

____

Signature ______________________

The thing I like most in a friend is _________________________

____

Signature ______________________

I wish our class could ______________________________________

____

Signature ______________________

One of my best friends can ______________________________

____

Signature ________________

Our class is happiest when ______________________________

____

Signature ________________

Our class gets along best when ____________________________

____

Signature ________________

The thing I like to do most with our class is to ______________

____

Signature ________________

Next year I hope our class ______________________________

____

Signature ________________

Our class is ____

____

Signature ________________

I

Complete each blank below. Read each statement carefully before you begin. Try to answer each statement as openly as you can.

I like the color ______________________________

I like it when my teacher ______________________________

____

I like it when my friends ______________________________

____

I like it when my family ______________________________

____

I am most afraid of ______________________________

I get most embarrassed when I have to ______________________________

____

I don't get along well with others if they ______________________________

____

I was saddest when ______________________________

____

I was most pleased with myself when I ______________________________

____

I felt terribly hurt when ______________________________

____

I felt very lonely when ______________________________

____

This year I feel I have grown as a person because ______________

____

____

autographs...

Grade K- 3
Supplemental

TITLE: BEAN-BAG BALANCE

GOAL:

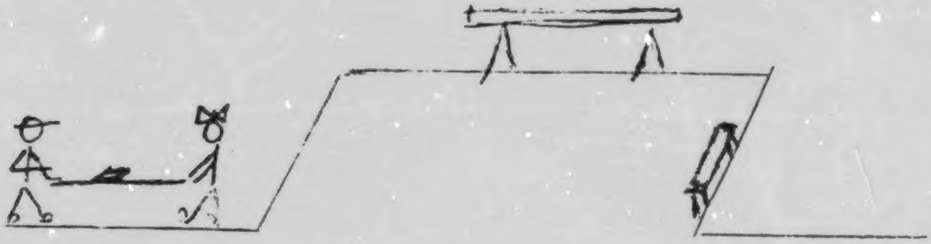
1. To encourage students to interact positively with classmates.
2. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Dependence on each other's efforts is vividly illustrated in this activity requiring pairs of students to balance a beanbag on a stick while walking a pre-determined course.

MATERIALS: Four or more 2"x 2"x 4' sticks; an equal number of beanbags; a large area with lines and benches.

PROCEDURE:

1. Randomly choose as many pairs of children as your have sticks and beanbags.
2. Give each pair of children a stick and beanbag.
3. The children negotiate the course you have laid out while balancing the beanbag on the stick held between them.
4. Continue until all of the children have had an opportunity to participate.
5. As the children improve, they should be encouraged to go across benches, tables, balance beams, etc.



304

Grade 2-3
Supplemental

TITLE: FRIENDSHIP FORTUNE

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to develop skills needed for healthy interpersonal relationships.

ABSTRACT: Sharing ideas about each child's sources of feeling good and writing good fortunes for classmates enhances concern for each other within the classroom.

MATERIALS: Fortune cookies (recipe to be made in class the day before or purchased cookies), small paper, tiny "fortune-sized" slips of paper, pencils.

PROCEDURES:

1. Show fortune cookies to the children and remind them of the slips of paper they contain on which are written fortunes that may make people happier.
2. Ask the children about the things that would make them feel good. Comment on differences that will exist.
3. Have each child write his/her name and three things that would make him/her happy on a small piece of paper.
4. Place folded papers in a container. Have each child draw one out.
5. Each child reads the items on the chosen paper and writes a fortune appropriate for the author, slips it into the cooky, and gives that cooky to the child whose wishes were read.
6. Discussion:
   a. Was each of us made happy in the same way?
   b. Did this project give you other ideas to make your classmates happy?
   c. Do we feel friendlier to the person who makes us happy or the person who makes us unhappy? Which people will be friendliest with us?

Oral Communication
Written Communication

SOURCE: Rainbow Activites, Seattle Public School District #1, c. 1977
Creative Teaching Press p.59

FORTUNE COOKIE RECIPE

Cut 48 strips of paper about 1/2 inch wide and 3 inches long. Write a fortune on each strip.

1/2 cup melted butter	1/4 teaspoon of vanilla
3 egg whites	1 cup flour
3/4 cup of sugar	1 teaspoon instant tea powder
1/8 teaspoon salt	2 tablespoons water

Melt the butter and separate the eggs. Put the egg whites, sugar, and salt in a bowl. Mix them together.

Stir in the vanilla, flour, tea, water, and melted butter, one at a time. Chill this batter at least 30 minutes.

Heat oven to 350 degrees F.

Grease the cookie sheet. Spread the batter with the back of the spoon until it makes a thin circle three inches across. Put only two cookies on the sheet. You won't have time to fold more than that. Put the cookies into the oven and bake 3 to 5 minutes, or until the edges turn brown.

Folding the cookies:

Put on cotton gloves. Using a spatula, slide one cookie off the cookie sheet and put it on a clean counter top.

Lay a fortune across the center of the cookie. Lift one edge of the cookie and fold it so the cookie forms a semicircle. Work quickly!

Hold the cookie on the ends. Place the middle of the folded edge over the rim of an egg carton and bend the ends down.

Put the folded cookie carefully into one of the holes in the egg carton to cool. Then go back and fold the second cookie.

---National Geographic World (Magazine)
Number 42, February, 1979, page 21
Copyright 1979 National Geographic Society
17th and M Sts. N.W. Washington D.C. 20036

In the second grade class we used this recipe by having a parent volunteer do the actual cookie baking in a small portable oven. She removed the cookies from the pan and had each child insert the fortune that he/she had written; then she helped them fold the cookie. The name of the child for whom the fortune was intended was written very small on the end of the slip of paper and was left sticking out of the edge of the folded cookie.

---Florence Franta
Project C.L.A.S.S. Teacher

Grade K-1
Supplemental

TITLE: LOLLIPOP

GOAL: To encourage students to accept differences and recognize similarities within a group of students.

ABSTRACT: Children recognize that differences in choices are natural and notice that others may make the same choices as they while they select favorite lollipop and glue matching wrapper or colored circle on a chart in graph form.

MATERIALS: Various-flavored lollipops wrapped in colored paper to match flavors. (To provide choices for all, have more lollipops than number in class. If colored wrappings are not available, cut circles of colored paper to match flavor-colors.) Chart ruled in squares.

PROCEDURE:

1. Place container of lollipops where children can see them. Explain that each child may choose his/her favorite flavor.
2. After the children have chosen their lollipops, give each a turn to glue his/her wrapper on the graph.
3. Have the children who chose the same flavor stand together. A picture of each group may be taken and posted by the graph so the children may notice those who made each choice.
4. Discussion-
   - (a) Were there other children who chose the same flavor as you?
   - (b) Were you surprised by some of the children who made the same choice as you did? Do you think they might like some of the other things you like?
   - (c) Did some of your friends choose differently than you expected?
5. Alternative or Additional objects to choose and graph.
   - (a) various snacks from which to choose, e.g. sugarless gum
   - (b) other topics with pictures to cut out and put on chart e.g. bunk beds vs. twin beds; bus vs. walking to school

TITLE: FRIENDSHIP FLOWER

GOAL:

1. To encourage students to interact positively with classmates.
2. To increase students' abilities to recognize that one's behavior affects others.

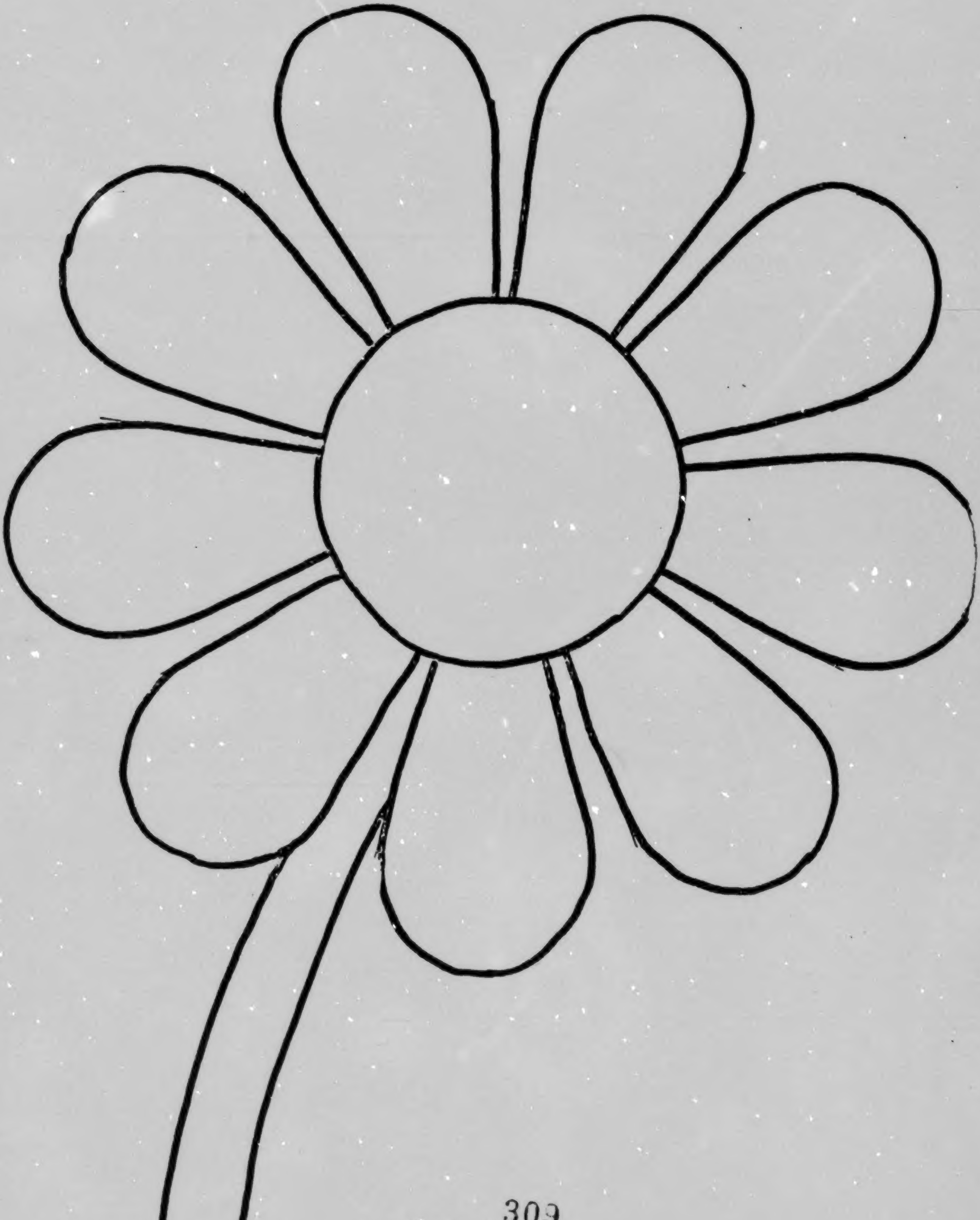
ABSTRACT: Children are encouraged to interact as they color the petals on a dittoed flower.

MATERIALS: A dittoed friendship flower for each child (add a title for the center such as "colored by my friends in Room ____"), crayons.

PROCEDURE:

1. Give each child a friendship flower. Have them write their names on the stem and then choose their favorite color to use during the interaction phase.
2. Every child goes to __9__ classmates and has each one color a petal on his/her friendship flower. (This is likely to be noisy--but it is a good, purposeful interaction.) Children should also sign their names next to the petals colored.
3. Discussion:
    a. What did you like best about this job?
    b. Is there any way it would have worked better?
    c. How did your friends act when you asked for their help?

NOTE: Good 'cross-over" activity for combination.



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Grade 3
Supplemental

TITLE: IF THE SHOE FITS, WEAR IT

GOALS:

1. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Defining cooperative behaviors and writing examples of them seen in the classroom on "shoes" put in a bulletin-board "shoe-bag" encourages the frequency of those desired behaviors.

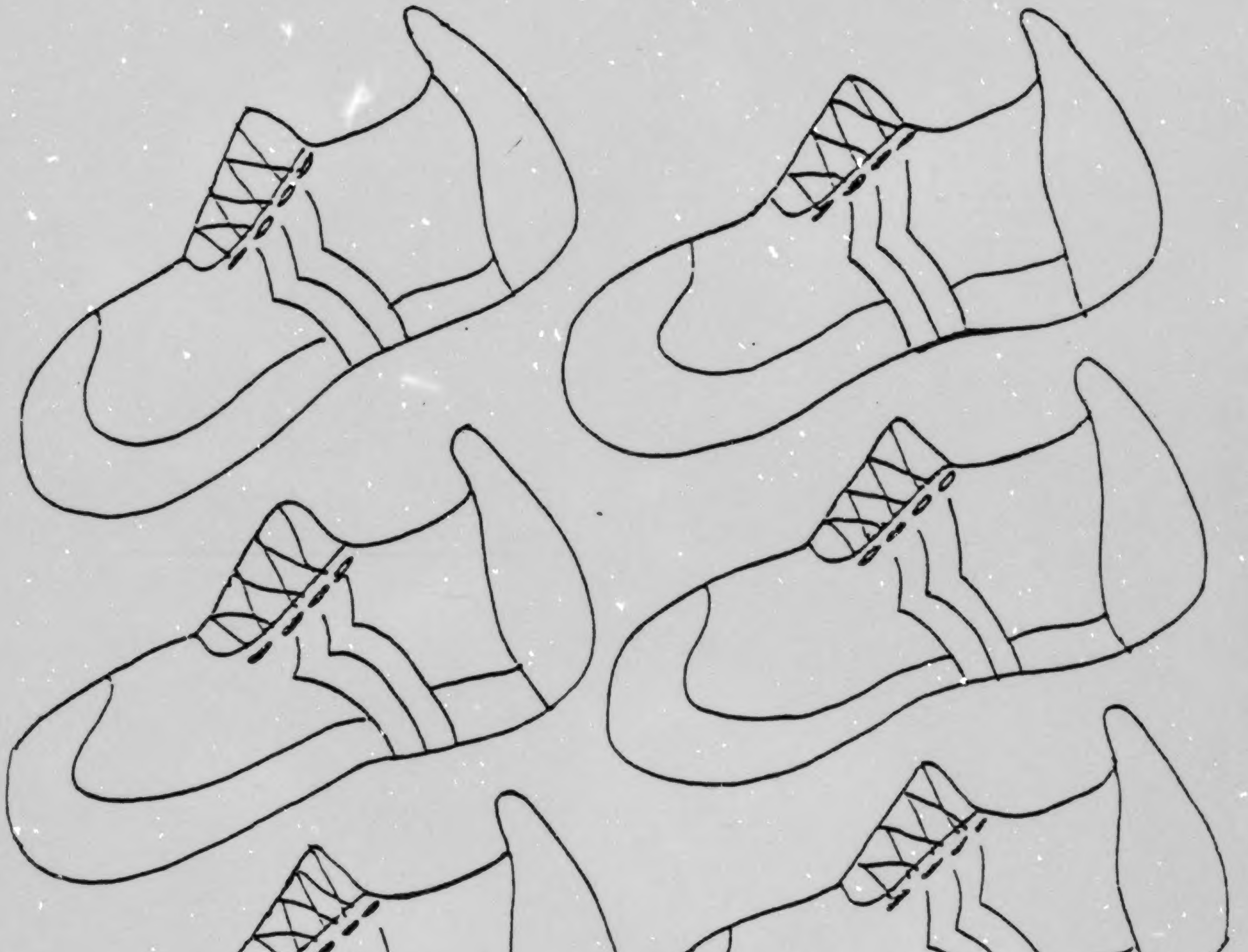
MATERIALS: Bulletin board space designed as a shoe-bag with pockets; paper cut in shape of shoe or shoe soles to fit into the pockets.

PROCEDURE:

1. Discussion-
   - (a) What are ways we can cooperate with each other in the classroom?
   - (b) Is it easier to be cooperative when no one notices or when others see and appreciate our actions?
   - (c) Let's plan a way to recognize and encourage each other to be cooperative.
2. Label shoe-bag pockets with ways the children have identified to help each other to cooperate. It may help to have several blank pockets for cooperative behaviors that are identified later.
3. Have "shoes" available. Children will write the name of the child and the incident where cooperative behavior was observed and file the "shoe" in the appropriate pocket.
4. Once a week the items may be read aloud.

**** The teacher will want to monitor these closely and try to "catch" children not yet recognized in cooperative actions so they too may be written about.

Social Studies
Written Language



Grade 3
Supplemental

TITLE: PICK-A-PROGRAM

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to accept differences and recognize similarities within a group of students.

ABSTRACT: Children interact as they interview with classmates to discover his/her favorite television program. After gathering information, each child makes an individual graph to use as a basis for discussion.

MATERIALS: Dittoed interview forms, pencils, dittoed grids or graph paper, crayons or colored squares of paper or symbols to make graphs.

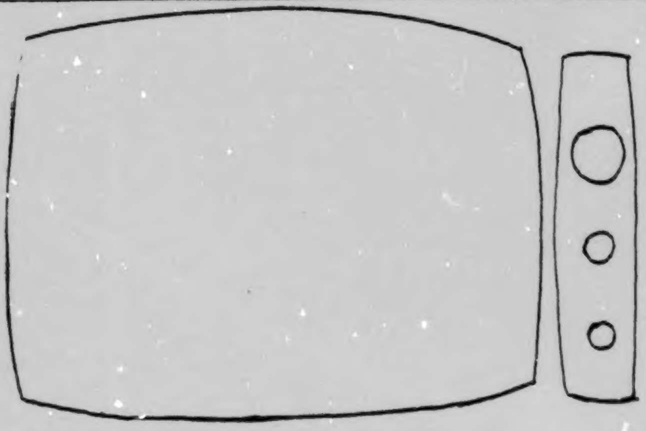
PROCEDURE

1. Have class discussion to determine the six most popular television programs. Have each child print the names of the six programs on the interview form, one to each "television set."
2. The children circulate around the room to ask each classmate to sign in the television set titled with his/her choice of television programs.
3. After everyone has signed all the papers and has made a graph, use the graphs for comparisons and word problems.
4. If possible, take an instant picture of the groups choosing each television show. These, along with a graph, make a bulletin board children find interesting as they notice the groups of children making the same choice.

Math
Oral Language
Social Studies

Name

Pick-a-Program



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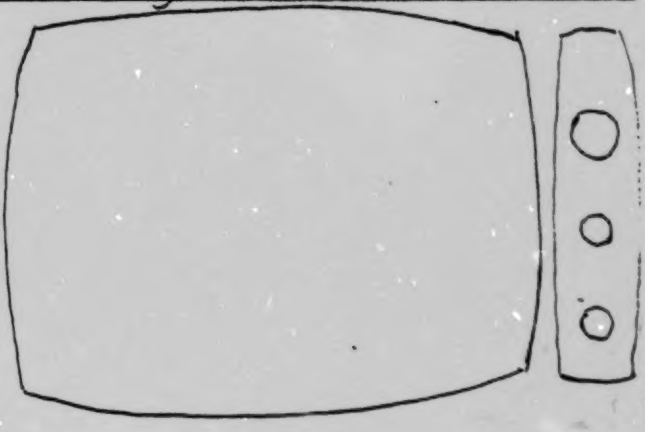

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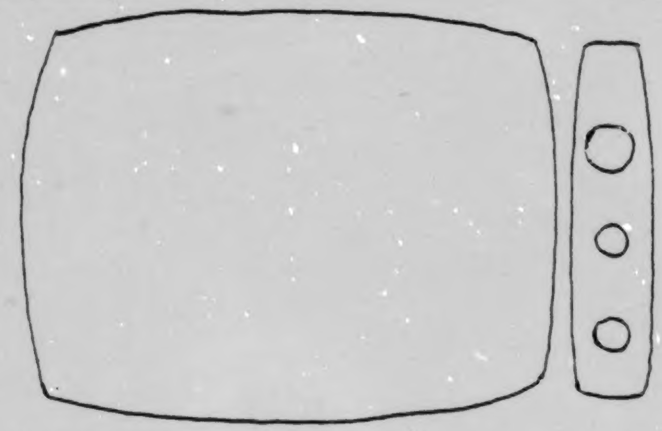

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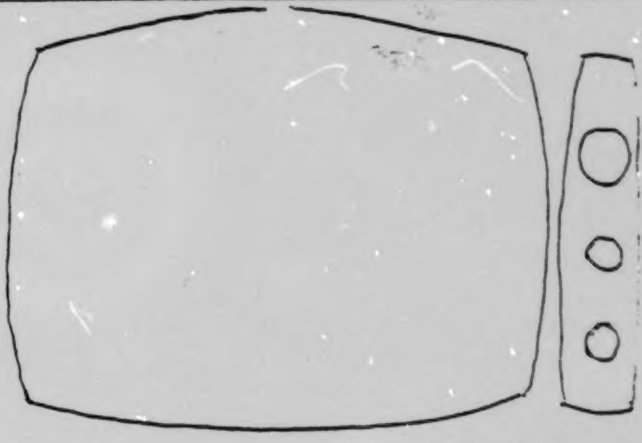

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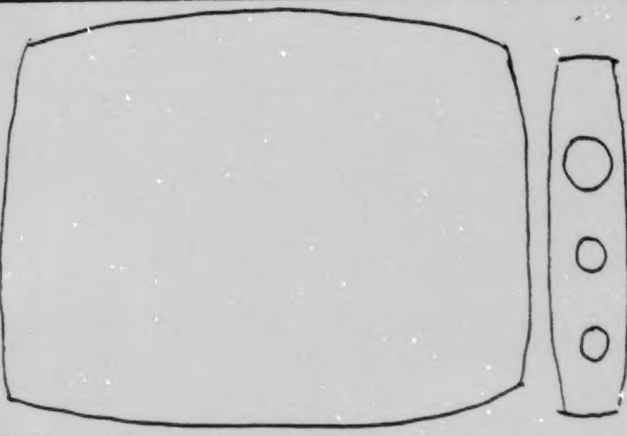

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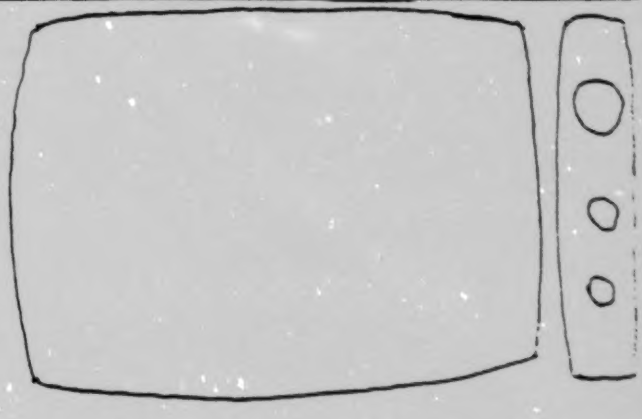


Program Name (6)

Pick-a-Program

Name ______

						12
						11
						10
						9
						8
						7
						6
						5
						4
						3
						2
						1
Program No.____	Program No.____	Program No.____	Program No.____	Program No.____	Program No.____	

Gr. K-1
Supplemental

TITLE: WOLF AND PIGS - A Center Activity

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to work together with another student or with a group of students.

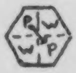
ABSTRACT: Two children play together to complete the PIG puzzle before the WOLF puzzle.

MATERIALS: Game board, spinner, WOLF, PIG, and FREE cards (see below for preparation)

PREPARATION: To make the game set: duplicate the WOLF, PIG, and two background pages. Mount on tagboard or a manila folder. Laminate.

Color the WOLF and PIG pages. Glue the PIG page to pink tagboard and the WOLF page to green tagboard. Cut apart and laminate to correspond to the background squares. Make 3 FREE cards and finish them to match the WOLF cards.

Prepare a spinner.



GAME RULES: WOLF AND PIGS

For two to four players

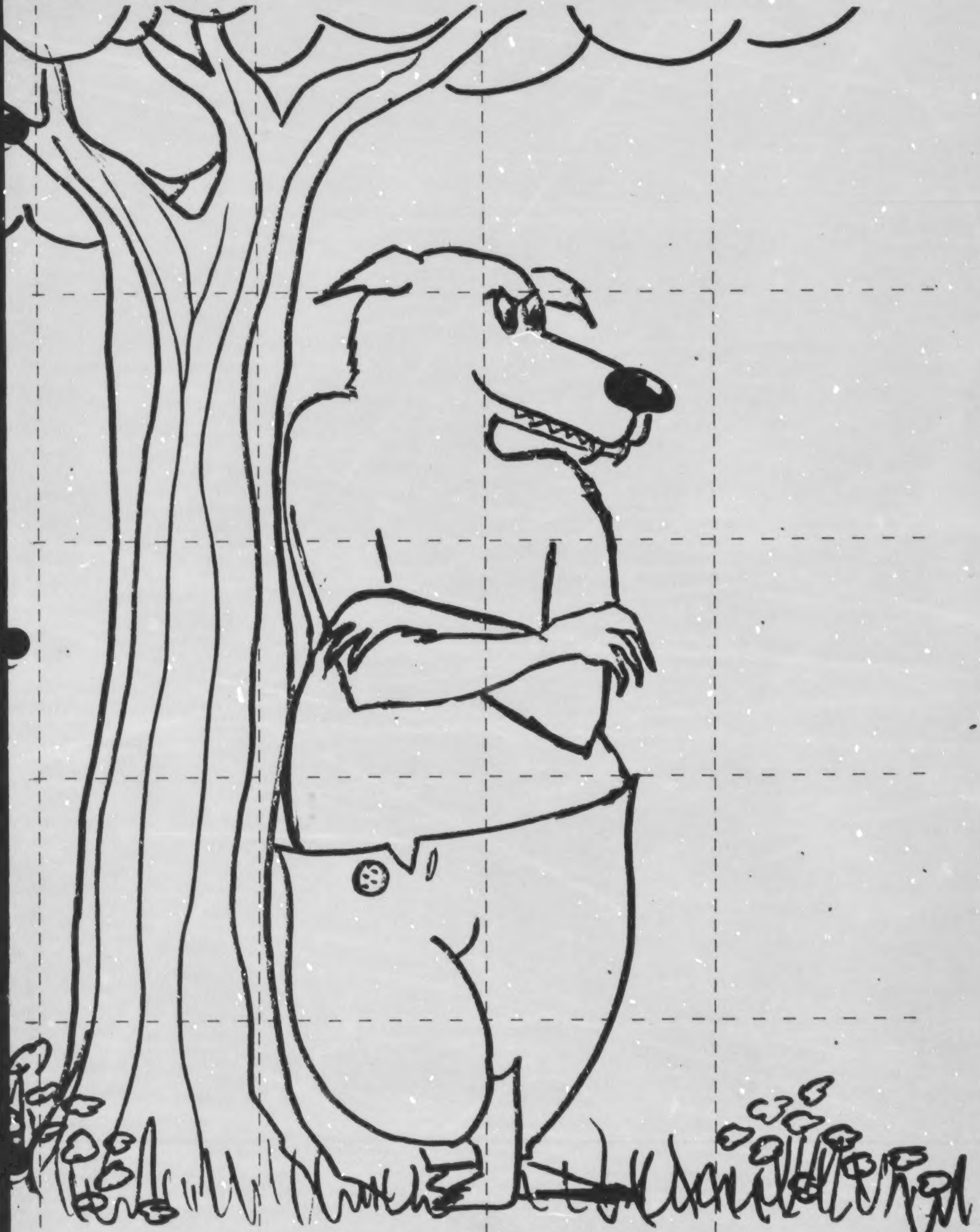
Object of game: to complete the PIG puzzle before the WOLF puzzle

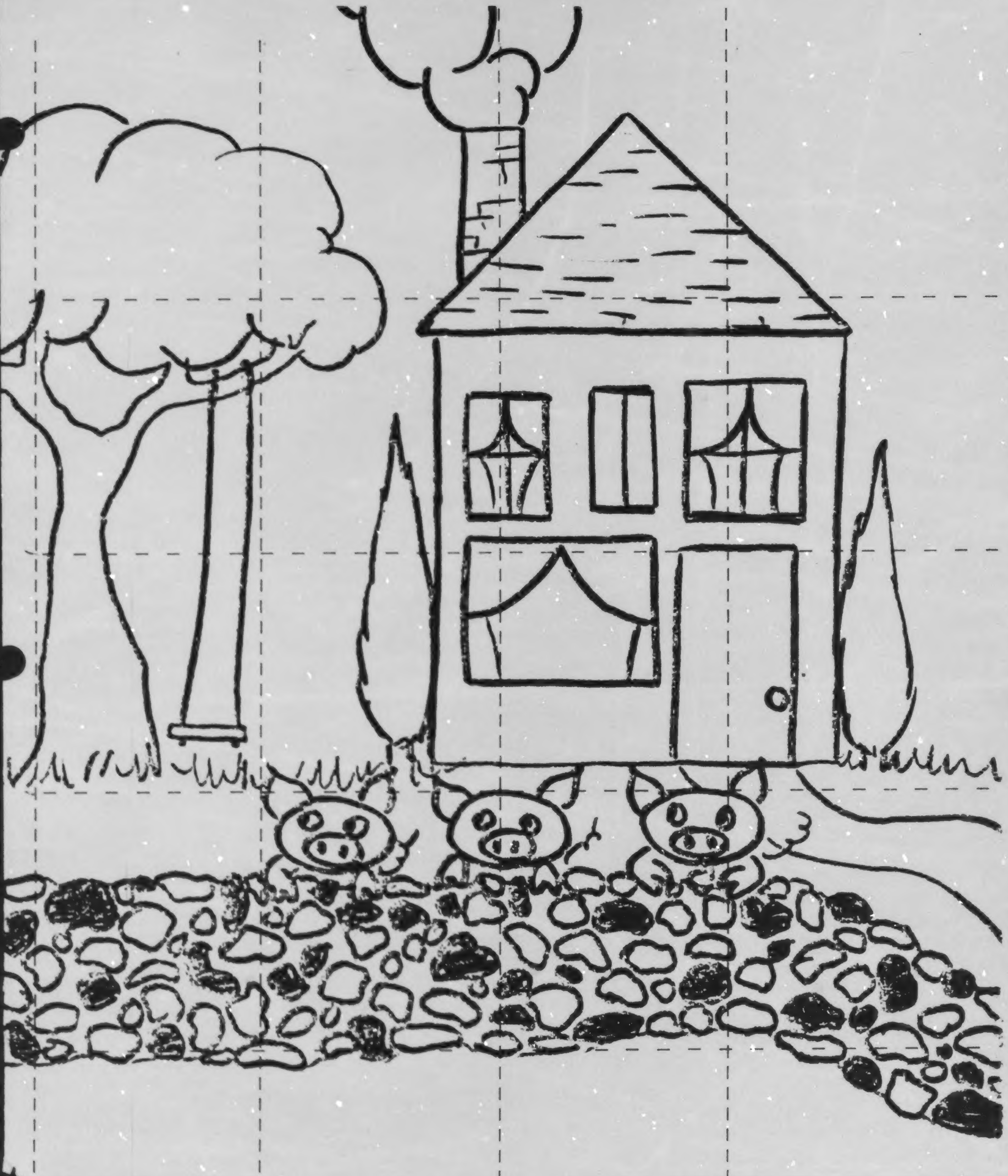
Preparation: Shuffle the cards with the pink backs. Place them face down in the rectangle beneath the PIG puzzle. Shuffle the cards with the green backs. Place them face down in the rectangle beneath the WOLF puzzle.

Play: In turn, each player spins the WOLF and PIG spinner. If the spinner points to a PIG, the player turns over a piece from the PIG stack and places it somewhere on the PIG puzzle. If the spinner points to the WOLF, the player turns over a piece from the WOLF stack and places it somewhere on the WOLF puzzle.

At first, it will be difficult to fit the puzzle pieces in their correct place on the puzzle. Just put the pieces anywhere and don't worry about it. As you turn over more pieces, you will be able to tell how to place the PIG pieces and how to place the WOLF pieces. If you turn over a FREE card, you don't have to turn over a WOLF piece on that turn.

If the PIG puzzle is completed first, the PIG wins.
If the WOLF puzzle is completed first, the WOLF wins.





Glue two background pages to each side of folder.

TITLE: FRIENDSHIP ROAD -- a Center Activity

GOALS:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Landing on a starred square entitles the player to draw a card describing actions that promote friendship or harm friendship. The effect of the actions is demonstrated by forward movement towards the other player with a positive card and movement away from the other player resulting from a negative card.

MATERIALS: Game board, die or spinner, story cards

PREPARATION: Duplicate game board, mount on manila folder, color and laminate. Duplicate story cards, mount, and laminate.

GAME RULES: FRIENDSHIP ROAD

For two players

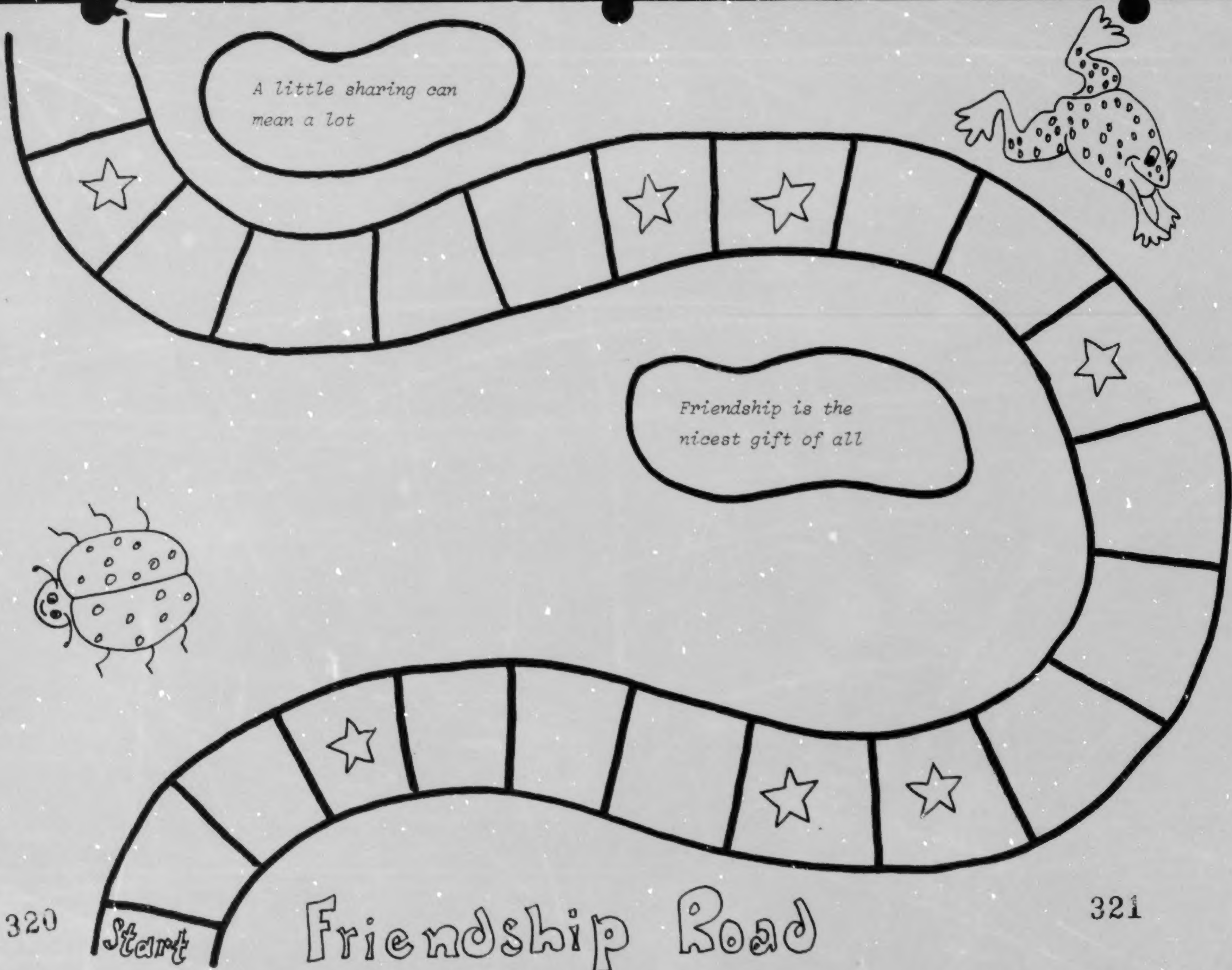
Object of the game: when the two players meet on the game board.

Preparation: Shuffle the cards and place face down. Each player selects a child and places it on the word START. Use either dice or a spinner.

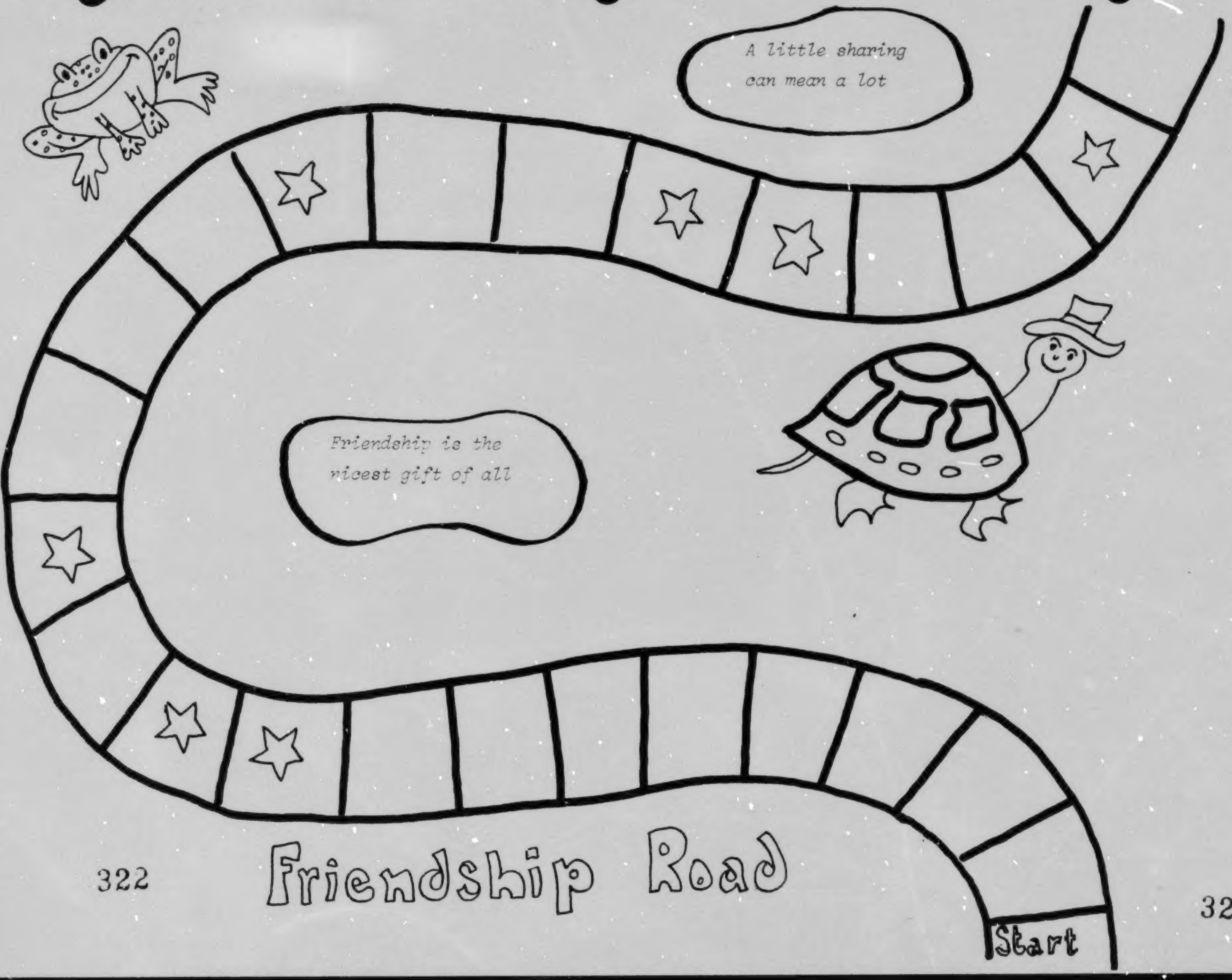
Play: On a turn, each player spins a number or rolls dice and moves forward that number of spaces. If the child lands on a space with a STAR, the player must draw a card. The player (the teacher or aide) reads the card. The cards tell about two friends and the things that happened between them. If what happened is nice, the child moves TOWARD the other child. If what happened was not nice, the child is told to move BACKWARDS.

The two children win when they come together by a spin that causes them to land on the same space or cross.

(Teacher can choose the cards he/she feels are most appropriate. Blank cards are included in each deck so the teacher can add interactions which might be helpful to a particular class.)


A little sharing can mean a lot
Friendship is the nicest gift of all
Start

Friendship Road


A little sharing
can mean a lot
Friendship is the
nicest gift of all
Start

Friendship Road

322

323

Christy told Misty a secret. Misty told the secret to another person even though she had promised not to tell.

MOVE 4 spaces backward.

Christy and Jennifer got together, and every time Misty came near them they started laughing and ran away.

MOVE 5 spaces backward.

Misty always begs for food from Christy, and Christy is getting tired of it.

MOVE 3 spaces backward.

Christy fell down at school and hurt her knee. Misty helped her to the nurse.

MOVE 3 spaces forward.

On a birthday card, Misty wrote to Christy that she really liked her a lot and she was glad that they were friends.

MOVE 5 spaces forward.

Misty and Christy had a fight. They couldn't even remember who started it, but Misty didn't want to lose her friend so she said she was sorry.

MOVE 4 spaces forward.

Misty lost her pencil and Christy had an extra one so she let Misty use it.

MOVE 3 spaces forward

Misty broke her red crayon. Christy let Misty use her red crayon.

MOVE 3 spaces forward.

Misty told Christy that she would call her on the telephone after school to see if they could play together at her house.

MOVE 3 spaces forward.

Whenever they play games, Misty gets mad if she doesn't win. It wrecks the whole game. Christy doesn't like to play games with her when she acts that way.

MOVE 5 spaces backward.

Misty drew a picture and gave it to Christy. It said, "To my friend. I like you."

MOVE 5 spaces forward.

Misty had cookies for her snack. Christy forgot a snack, so Misty shared a cookie with her.

MOVE 3 spaces forward.

Misty played over at Christy's house after school and they had fun together.

MOVE 4 spaces forward.

Misty had a stomach ache and started crying. Christy was very kind and helped her go to the nurse.

MOVE 4 spaces forward.

Christy gets mad at Misty if Misty doesn't want to play what she wants to play.

MOVE 5 spaces backward.

Misty and Christy were playing a game. Misty was losing and was mad. She wouldn't play anymore.

MOVE 4 spaces backward

At school today, Robby kept bugging Bobby and Bobby couldn't get his work done.

MOVE 4 spaces backward.

Robby got in front of Bobby in the lunch line and Bobby pushed him down on the ground.

MOVE 5 spaces backward.

Robby told Bobby that he thought Stacy was cute. Bobby told everyone in the lunch line that Robby wanted Stacy to be his girlfriend.

MOVE 5 spaces backward.

Bobby got so mad at Robby today that he tore up one of Robby's "Star Wars" cards.

MOVE 5 spaces backward.

Robby brought a football to school and he let Bobby play with him the whole recess.

MOVE 4 spaces forward.

When Robby was sick, Bobby went over to see him.

MOVE 5 spaces forward.

Robby was late to school because he had a doctor's appointment. Robby helped him make up his work.

MOVE 5 spaces forward.

Robby went over to Bobby's house after school today to play football.

MOVE 4 spaces forward.

Somebody called Robby a chicken. Bobby stood by his friend and helped him not get into a fight.

MOVE 5 spaces forward.

Tommy Smith has a lot of friends in the class. Today for some reason, he started picking on Robby. Bobby went along with it because he didn't want Tommy Smith to be his enemy.

MOVE 5 spaces backward.

Robby got very mad because Bobby wanted to play with Donald.

MOVE 5 spaces backward.

Robby wouldn't get off the swing and give Bobby a turn.

MOVE 3 spaces backward.

Robby kept talking to Bobby in class today. Both of the boys got in trouble.

MOVE 4 spaces backward

TITLE: NEW RULES FOR OLD GAMES--A Center Activity

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to work together with another student or a group of students.

ABSTRACT: By changing the rules for commercial games, they can be used to promote the concept that cooperating with each other can be as much, or more, fun as beating an opponent.

A. Two Cooperative Versions of CANDYLAND K-1

1. Set a timer for 5 - 10 minutes. When it goes off, the leading player plays the last mover; the second player, the next to last, etc. Reset the timer and continue play until the timer rings. Exchange movers again, etc. until all have finished.
2. Play game as directed. Each player who reaches the end of the road continues by helping players still on the board. By choosing a card in turn, the player who has already finished gives an extra turn to whichever player is furthest behind in the game. (The "helpers" are not allowed to take a picture card--another must be chosen.) Each player who finishes becomes a "helper" until all complete the game.

B. A Cooperative Verson of Games MEMORY or CONCENTRATION K-3

Players: Players pair up in teams of two players per team. Game probably works best with 2 to 3 teams playing.

Object: For a team to collect the most card sets by turning over matching pairs of cards.

To Set Up Game: Spread out all cards, picture side down. Mix up the cards. Form rows so the cards are organized in some fashion.

To Play Game:

1. Use a die to determine which team goes first. Each member of the team rolls the die. They add their score. The team with the highest score goes first.
2. Within a team of two people, players alternate who turns over the cards first.
3. Teams take turns in turning over cards. First, one member of the team turns over 3 cards. Leaving those 3 cards still up, the other member of the team turns over 3 more cards. Altogether both members of the team have turned over 6 cards. If any of the 6 cards match, the team takes these two cards.
4. After a team has turned over 6 cards and have taken any matching pairs, they are to turn any remaining cards picture-side down and their turn ends.
5. The team who collects the most picture pairs wins the game.

C. A Cooperative Version of the card-game WAR

Players: Game is played by two people only.

Object: To win as many hands as possible and collect the most number of chips.

Materials: Three decks of playing cards (face cards removed) with different designs on back of each--called green, red, and blue in the directions; poker or counting chips; scratch paper or slates if needed for addition.

To Play Game:

1. One player takes the green deck, shuffles the cards, and places the card deck in front of him, numbers down.
2. The other player takes the red deck, shuffles the cards, and places the red deck in front of him, numbers down.
3. White chips are placed in a pile.
4. The blue deck is shuffled. Deck is placed in a pile, face down, so cards can be drawn one at a time.
5. Players turn over the top card from the red deck and the top card from the green deck at the same time. They add the two exposed numbers together. This is their score.
6. Players then turn over one card from the blue deck. If the blue number is less than their score, they win the hand and receive one chip. If the blue number is more than their score, they lose the hand and the blue deck is given one chip. Play continues until all cards are played one time. Chips are counted. Players win when they have received more chips than the blue deck.

If the players score (red number plus green number) is the same as the blue number turned over, the next three cards are turned over until the tie is broken. However, the winner of the tie situation still only receives one chip.

NOTE: The teacher may want to extend the possibilities of this game by making three decks of playing cards using higher numbers on colored 3" x 5" cards.

PROJECT

C.L.A.S.S.

Classroom Learning to Attain Social Skills

an E.S.E.A. Title IV-C Project
Orcutt Union School District
Orcutt, California

PARENT
GUIDE

CLASSROOM LEARNING TO ATTAIN SOCIAL SKILLS

PARENT GUIDE

by

Joan Coburn Sandra Eyler

Carol Hoagland

Project C.L.A.S.S.

E.S.E.A. Title IV-C Project No.

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Jack Garvin, Ed.D
Superintendent

Harold E. Black, Ed.D.
Associate Superintendent

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INTRODUCTION

The Project C.L.A.S.S. Parent Guide is designed for school personnel who wish to incorporate a Parent Component as part of their project. Through the materials and activities contained in this guide parents will:

- develop an awareness and an understanding of the goals and activities of Project C.L.A.S.S.
- develop an awareness and an understanding of what they can do at home to support and reinforce the objectives of the project.
- develop a better understanding of the social growth of their children within the context of normal growth and development.
- develop a better understanding of the parental, behaviors and attitudes which promote social skills, communication skills and cooperative skills in children.
- develop an increased ability to assist their children to reach goals, make decisions and resolve problems in the areas of interpersonal relations.
- gain in their feelings of self-confidence regarding their abilities to enhance their children's social development.

The parent guide offers two methods of parent involvement. A district may elect to use either or both of the options.

1. PARENT NEWSLETTERS

   Contained in this option are monthly newsletters. Each grade level, K-1-2-3, receives a different newsletter. Spanish translations of each newsletter are also included.

2. PARENT DISCUSSION GROUP

   This option presents a guide for a four week parent education course.

Following is a bibliography that we have used as reference material for the Project C.L.A.S.S. Parent Component. These resources would be helpful to the school personnel who are implementing the parent component. Parents who request additional information or assistance may be referred to this bibliography.

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OPTION ONE

PARENT NEWSLETTERS

This option provides a means of reaching many parents at an awareness level. Each monthly newsletter discusses various topics in childhood social development. Positive, family-oriented activities which relate to project objectives are suggested.

In the following section are masters for monthly newsletters. Each grade level, K-1-2-3, receives a different newsletter. Color coding the newsletters by grade level is suggested.

The newsletters sequentially correspond to classroom activities. Sequential coding information can be found in the lower, right hand corner as follows: NL 3-2

NL . . . . .Newsletter
3 . . . . .Third Edition
2 . . . . .Second Grade

As the monthly parent newsletters are duplicated, the optional at-home activity can either be stapled to the newsletter or printed on the backside of each edition.

If you decide to use Option One and send newsletters home to parents of students involved in Project C.L.A.S.S., the following procedures are suggested:

1. Introduce the proposal to your administrators and teachers.
2. Decide upon a schedule for sending the newsletter home. There are nine newsletters for each grade level. A suggested schedule, for example, might be to use the nine newsletters at the beginning of the months October through June.
3. Approximately, one week prior to the first newsletter, send an introductory letter home to all parents who will be receiving the monthly newsletters. A sample letter is included on the next page. This letter should be revised to meet the individual needs of each school/district utilizing the parent newsletters.

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills
P. O. Box 2310 Orcutt, California 93455 (805) 937-1623

Sample

October 1, 1981

Dear Parents:

Your child's teacher is participating in an ESEA Title IV-C project aimed toward improving classroom social climate for primary students. Classroom lessons and activities are being conducted to strengthen friendship, communication and cooperation skills.

An integral part of this project is a Parent Involvement component. You will be receiving a monthly newsletter to acquaint you with the goals and activities of the Project. We also hope these newsletters will help parents develop a better understanding of their child's social behaviors within the context of normal growth and an increased ability to assist their child in reading goals, making decisions, and resolving problems in the areas of interpersonal relationships. Finally, we hope the project-developed parent materials will help you feel more self-confident regarding your abilities to enhance your child's social development. The first newsletter is attached.

Another part of the parent component is a Parent Discussion Group. This option will be offered to you in January. You will be receiving additional information from us regarding the format and schedule for these groups later.

We are enjoying our work in your child's classroom and look forward to continued communication with you.

Sincerely,

Sandra Eyler
Project Specialist

Carol Hoagland
Project Specialist

PROJECT C.L.A.S.S.

Classroom Learning to Attain Social Skills

This is your first newsletter from Project C.L.A.S.S. Your child will be bringing one home to you each month. We hope you will find it useful and informative. On the back of each newsletter will be a contribution from your child or there will be a task you and your child can do together.

****

WHAT IS A FRIEND?

When that question is asked of 5-year olds, they often respond that a friend is someone who plays with you. Our adult concept is that loyalty, trust, respect, consideration, and mutual interests are basic to friendship. These are not high priorities in a 5-year old's definition. To a 5-year old, "Tommy is my friend because he plays with me." To a 5-year old, you do not have any friends if no one plays with you.

In a neighborhood where there are young children who play together often, each child feels that he has friends. That perception of self as someone who has friends is important. It provides a confidence in social relationships that enables a child to interact successfully with other children and to initiate new friendships.

The child who does not live around other children does not have this natural opportunity to play with others. He may feel that he doesn't have any friends or that no one likes him. But for him, being without friends is not due to his behavior or his lack of social skills. It is simply a matter of not having the opportunity.

A parent can help in this situation by understanding how important it is for children to have the opportunity to play with other children. Secondly, the parents need to make special efforts to see that a child has times to play with other children.

Let your child invite other children to play at your house. Be willing to drive your child to a friend's house. When you go shopping or go on an outing, encourage your child to invite a friend. Involve your child in youth groups. If possible, be willing as a parent to give the volunteer time needed for these groups to function. Meet some of the parents of your child's classmates. It is easier to arrange playtimes for children when you know the parents of the children.

These times when your child is playing with other children are more than just fun times. They are learning experiences for your child. Children learn how to play together by playing together.

****

SELF CONCEPTS

A key phrase during the last ten years has been "self esteem." Walk to the parent guidance section of any book store, and you will see several books with the words "self esteem" or "self concept" in their titles. Many parents are concerned about their child's self concept. They understand the importance of a positive view of self.

These newsletters do not come under a heading of "How to Develop Self Esteem in Your Child" but we believe the ideas make an important contribution. Successful interpersonal relationships are building blocks of self esteem.

While we are helping to develop positive self concepts in children, let us not forget that parents have self concepts also. Research indicates that parents with high self esteem usually have children with high self esteem. As parents, we must take care of our own special needs for self worth. It is a task that will serve both parent and child well.

****

Make suggestions that give children ideas of what to do. If you only tell your child what not to do, he will have nothing to replace his old behaviors.

****

An ESEA Title IV-C Developmental/Innovative Project

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Classroom Learning to Attain Social Skills

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****

*TAKE TWO STEPS FORWARD...
NOW, TAKE ONE STEP BACKWARD*

No, these are not new moves in a Monopoly game. This is the path that a child's growth often takes. Growth does not progress along a straight line. Many times, a positive move forward will be followed by a step backward. This turn of events may be very discouraging, especially if you have worked hard and waited long for the growth to occur.

"Oh, no!" you say to yourself. "Janie was just beginning to play with the girl next door and now they have had a fight. Carrie hasn't been over for three days. We're back to the same problem. No one wants to play with my Janie."

Don't give up. Sometimes a step backward is natural and is to be expected. A gentle nudge from you may put the children back on the trail to friendship. Some examples:

"Why don't you call Carrie and ask her to play at our house today?"

"I'm making cookies this afternoon. Do you think you and Carrie would like to help?"

Remember--since they have traveled the path once before, it won't be so hard to find the second time.

****

Make suggestions that give children ideas of what to do. If you only tell your child what not to do, he will have nothing to replace his old behaviors.

****

PARENT DETECTIVE

If your child is having difficulties playing with peers, you may be able to help if you can analyze the situations where trouble occurs.

Are the problems more likely when two, three, or four children play together?

Are there more problems with indoor play or outdoor play?

How long does it take for a crisis to occur: 1/2 hour, 1 hour, 15 minutes?

Do more problems occur when the children play board games, when they play make-believe (school, house, etc.), or when they play with toys?

When you begin to notice that some situations produce more stress than others, try to change the situation or try to intervene before the trouble occurs. For example:

Many parents note that their six and seven-year-olds play best with one friend at a time. The introduction of a third friend invariably causes one person to be excluded.

Parents note that five-year-olds play better outdoors than indoors so they try to alternate indoor play and outdoor play. Children need opportunities to engage in the large muscle activity and energy expenditure outdoor play provides.

Parents note that children left too long at an activity become restless and irritable. These parents suggest a snack or a change in the activity to break the routine.

Parents of six-year-olds note that for a six-year-old, winning is all important. Because a six-year-old does not lose gracefully, too many competitive board games may lead to trouble. These parents suggest other activities when board games seem to be causing difficulties for the children.

Try to set up play situations for the children when success is optimal. It would be better to have one hour of friendly, cooperative play than three hours of play which ends in an argument.

****

OPTIONAL PARENT/CHILD ACTIVITY

Draw a picture or tell a story about three things you like to do with your friends.

CHILD'S SIDE	PARENT'S SIDE
1.	1.
2.	2.
3.	3.

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****

PRACTICE MAKES PERFECT

Have you ever successfully learned to do something without practicing? Usually learning a new skill takes practice, practice, and more practice. Usually when you learn a new skill, mistakes are made and are accepted as part of the learning process.

Realizing this, parents provide valuable support when their child is learning a new skill. We remind them to practice their musical instrument. We drill them on their multiplication tables. We take them back and forth to Little League practice. We encourage them when they have setbacks, and we are generous with praise when they accomplish one of the steps towards learning the new skill.

Learning how to make and keep friends is a skill. Learning how to be courteous and considerate is a skill. Learning how to communicate effectively with others is a skill. Learning how to work together and cooperate is a skill. When our children are learning these skills, they need many opportunities to practice. They need our encouragement when they have setbacks; and, they need our praise when they accomplish one of the steps along the way.

****

Make suggestions that give children ideas of what to do. If you only tell your child what not to do, he will have nothing to replace his old behaviors.

****

TO HAVE A FRIEND, YOU MUST BE A FRIEND

What does it mean to be a friend to someone? When we asked children this question, they responded as follows:

> *"You're nice to that person."*
>
> *"You help them when they need help."*
>
> *"Playing together and having fun together."*
>
> *"You don't ignore them or leave them out."*
>
> *"You share things with a friend."*
>
> *"Friends talk and listen to each other."*
>
> *"You do what they want to do sometimes."*
>
> *"Not embarassing someone and making fun of them."*
>
> *"Friends keep promises and secrets."*
>
> *"Not getting into fights all the time."*
>
> *"Trying to make that person happy once in a while."*

Children who understand the behaviors of friends and who practice these behaviors get along better with other children. They have friends, and they keep their friends.

Parents can help children develop an awareness of behaviors that strengthen friendships by:

Verbalizing their own feelings and thoughts about their friendships with other adults.

Pointing out models of friendly behavior. There are many examples in the child's daily environment and in books or on television.

Acknowledging and encouraging a child's positive behaviors with his friends.

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An ESEA Title IV-C Developmental/Innovative Project

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****

MAKING FRIENDS AT ANY AGE

"I made a new friend today," I told my eight-year-old. He actually interrupted his eating and looked at me with wonder. I don't think he had considered that moms and dads make new friends. Looking at our circle of friends, I can understand why. Almost all of our friends were our friends before he was born. There have been a few new neighbors that have become our friends, but the process of how that friendship developed may not be obvious to a child. I told my son about this new friend, how we met, how we started talking, and how we discovered many interests in common. I shared what I liked about this new friend, how relaxed and comfortable I felt with her.

Children need to see their parents as people who are still growing and developing; as people who are still learning; as people who are still making friends and improving their relationships with others; as people who still solve problems, make decisions and pursue goals.

****

OPTIONAL AT-HOME ACTIVITY

Here is an activity that you can do with your child to help you share what friends mean to each of you.

1. Both parent and child independently list 5 things they like to do with a friend.
2. Both parent and child independently list 5 reasons why it is nice to have friends.
3. Each person reads his or her lists. Are there any items that are similar? Why? Why not? Are there any items that are different? Why? Why not?

****

ROUND AND ROUND AND ROUND... WHERE DOES THE CIRCLE END?

Children who have friends like to be around other children. They have successful experiences which give them confidence and motivation to interact more. With all this experience, they have plenty of opportunities to refine their social skills. They become very capable in social situations.

For the child who does not have friends, the story becomes a different circle of events. Because the social contacts have not been successful the child does not feel good around other children and may decrease the number of social contacts. With fewer social experiences, the child does not develop better social skills, and his social attempts become even less effective which produces further withdrawing from children. The child is removed from the very thing that will help solve the problem--contact with other children.

If parents note their children entering this circular pattern, they can help by seeing that their child has more social experiences, not less. This doesn't mean throwing your child into social situations, because the child may lack the confidence to handle these situations effectively. However, the parent can structure positive social interactions for the child--interactions where the probability of success is high.

For example, encourage your child to invite another child over and plan a special activity for them to do together, such as baking cookies or planting flowers... when you go shopping or go on an outing, have your child invite another child along... help a small group of children start a project, such as building a fort or collecting aluminum cans...choose an activity that will cause them to come together on a regular basis.. If you have a friend who has a youngster close to your child's age, visit that person and bring your child along so the two can play together.

With successful interactions behind him, the child will be able to venture farther and farther from your helping hand.

****

NL 1-3

An ESEA Title IV-C Developmental/Innovative Project

OPTIONAL PARENT'CHILD ACTIVITY

KEEP A FRIEND/LOSE A FRIEND

Read the behavior statements below to your child. Ask him to decide whether the behavior would help children to be friends or cause them not to be friends. You could make a Red and Green circle so the child could respond Red Light - STOP, Green Light - GO to the statements.

Alternative: Have your child read the situations to himself and color circles in Red or Green.

	RED LIGHT Lose A Friend	GREEN LIGHT Keep A Friend
Help your friends when they have a problem	○	○
Let your friend borrow your eraser	○	○
Push your friend in the lunch line	○	○
Don't go along with it if someone is teasing your friend	○	○
Calling your friend a name	○	○
Not telling your friend's secrets	○	○
Saying sorry if you get into a fight	○	○
Saying please and thank-you, even if it's only your friend	○	○
Bugging your friend about something	○	○
Getting mad if you don't have things your way	○	○
Listening to what your friend has to say	○	○
Doing what your friend wants to do	○	○
Making fun of your friend	○	○
Promising to play together and then forgetting about it	○	○
Riding his bike without asking	○	○
Taking turns when there is only one toy	○	○
Inviting your friend over after school	○	○
PAR[illegible]TS CHOICE ______________________	○	○
______________________	○	○
______________________	○	○

PROJECT C.L.A.S.S.

Classroom Learning to Attain Social Skills

ON BEING AN AUTHORITY

First and foremost, we are not authorities. Most of us are teachers. Most of us are parents. Our main ideas come from years of working with your children. In this program, we have taken those experiences and related them to the social development of children. From our attempts in classroom settings, we have made observations which we are sharing with you. Now you can look at our ideas along with the knowledge you have about your own children. Some of our suggestions may work out fine for you. Others may fall flat. We hope that you adapt the suggestions that are effective so that these ideas become a natural part of your family patterns.

****

WHY DOES ONE CHILD LIKE ANOTHER?

Since we do not feel that we can offer a complete and correct answer to such a complex question, we will, instead, share the comments of teachers as they have observed children interacting successfully with other children.

Teachers observe:

Children have an easier time making and keeping friends if they have learned how to share.

One reason why children may have difficulty sharing is that they fear the other child is going to somehow end up "the owner" of the toy in question. Reassure your child that you won't let the friend take the toy home. When one child plays with another child's toy, he may say "mine" or "my toy." This may only mean that he wants to play with the toy. To your child, however, this may be interpreted to mean that his friend is really going to take the toy home with him.

Don't ask your child to share all her toys, especially those toys which are special to her or which can be broken. Before the visitor arrives, help your child put away the toys that she does not want to share.

If a conflict develops over a toy, quickly assess the situation and the ability of the children to resolve the difficulty with a little help from you. Assist them with the problem-solving process by first, identifying the problem; second, asking them for their ideas on what to do about the problem; and third, asking them to choose one of the ideas to try. However, if your quick assessment indicates that the children are having repeated conflicts over a particular toy, step in and remove the fought-over toy quickly and efficiently with little talking. If possible, interest the children in other toys.

****

OPTIONAL AT-HOME ACTIVITY

Everyone feels differently about sharing their things. Some articles are easy to share, while other articles are difficult to share. Discuss these ideas with your child, explaining that even moms and dads have difficulty sharing some of their things.

1. *Take a sheet of paper and fold it in half. On the top half, ask each person to draw pictures of things that are easy for them to share. On the bottom half, draw pictures of things that are hard for them to share. (Try to include as many family members as possible in the activity.)*
2. *Ask family members to show their paper and talk about their drawings. Ask them why certain items are hard or easy for them to share. If an item is hard for them to share and another person wants to use that item, what can the person do about the problem? What does Mom do when this happens? What does Dad do? What does his or her brother or sister do?*

****

This month, kindergarten students have participated in a lesson called "Lend a Hand." The goal of the lesson was to encourage students to demonstrate courtesy and consideration to peers within their classroom.

In the lesson, students help each other trace their hands. Then they dictate ways they can help members of their group. Their ideas are printed on their "hand." The hands are displayed, and each time a child demonstrates helpfulness, a sticker is put on his/her hand.

Optional Activity:

LEND A HAND AT HOME

Trace your child's hand below. Have your child tell you one or two ways that he or she can help at home. Write these down on your child's hand. Each time your child demonstrates this helpful behavior, draw a star on the hand.

Parents and other family members can trace their hands also. They can write on their cut-out hands a way in which they can help in the family. Each time the helpful behavior is demonstrated, a star is drawn on the hand.

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

LITTLE CHILDREN HAVE BIG EARS

As a teacher and parent, I am aware of the impact my messages have on my child and on how he sees himself.

For example, if I were to say to Kevin, over and over again,

"Kevin you don't have many friends. You have a hard time making friends." Kevin would, in turn, say to himself, "Mom thinks I have a hard time making friends. Mom thinks that I don't have many friends."

After a while, Kevin would forget that the source of those words was Mom and Kevin would be saying to himself, "I don't have many friends. I have a hard time making friends."

If Kevin says this to himself often enough and long enough, he will come to believe it. He will lose confidence in his ability to make friends. His behavior will be affected in such a way that he will, indeed, have difficulties making friends.

All this points out why I don't say to Kevin over and over again, "Kevin, you don't have many friends. You have a hard time making friends."

But I forget how carefully Kevin listens to what I tell other people about him. When Kevin's grandmother asked, "How is Kevin doing in school this year?" I told her that I was worried because Kevin didn't have many friends, and he seemed to be having a hard time making friends.

Guess who was listening with his bionic ears? Kevin. He heard what I had said about him.

When I talk to another person about Kevin in his presence or in his listening range, I must ask myself, "Are my words building Kevin's self-confidence or weakening his self-confidence?" I must remember that if Kevin is listening to my words, he will be receiving a message about himself just as powerful as one I tell him directly.

****

MIND YOUR MANNERS

When you begin teaching manners to children, it is necessary to remind them to remember their manners, to say "please," to say "thank you," etc. If you find, however, that you must always remind them, they have learned only to respond to your cue. Next time, hesitate before jumping in with, "Have you forgotten something?" or "What do you say to Mrs. Smith?" Wait and see if your child will remember on her own. If she doesn't, talk to her afterwards. Realizing she has forgotten to say the polite words may be more of a lesson than merely repeating them after your prompting.

****

UNDERSTANDING AND PERMITTING

We hope that many of our discussions in these newsletters will help you better understand your child's behaviors. Understanding why a child does something is not the same as permitting a child to do it. You may understand that it is difficult for your child to share his toys at his age. You may understand why he just threw a toy at the neighbor's child. You show your child your acceptance or nonacceptance of his behavior by what you do or do not do after he threw the toy. The importance of understanding is that it helps you to make a better decision about what to do regarding the behavior.

****

IS IT WORTH THE TROUBLE?

If you are wondering if this task of teaching courteous behavior to your children is worth the effort, the answer is yes. People respond favorably to a child who has good manners. His good manners will bring praise and appreciation from others, and his self esteem will grow in return.

****

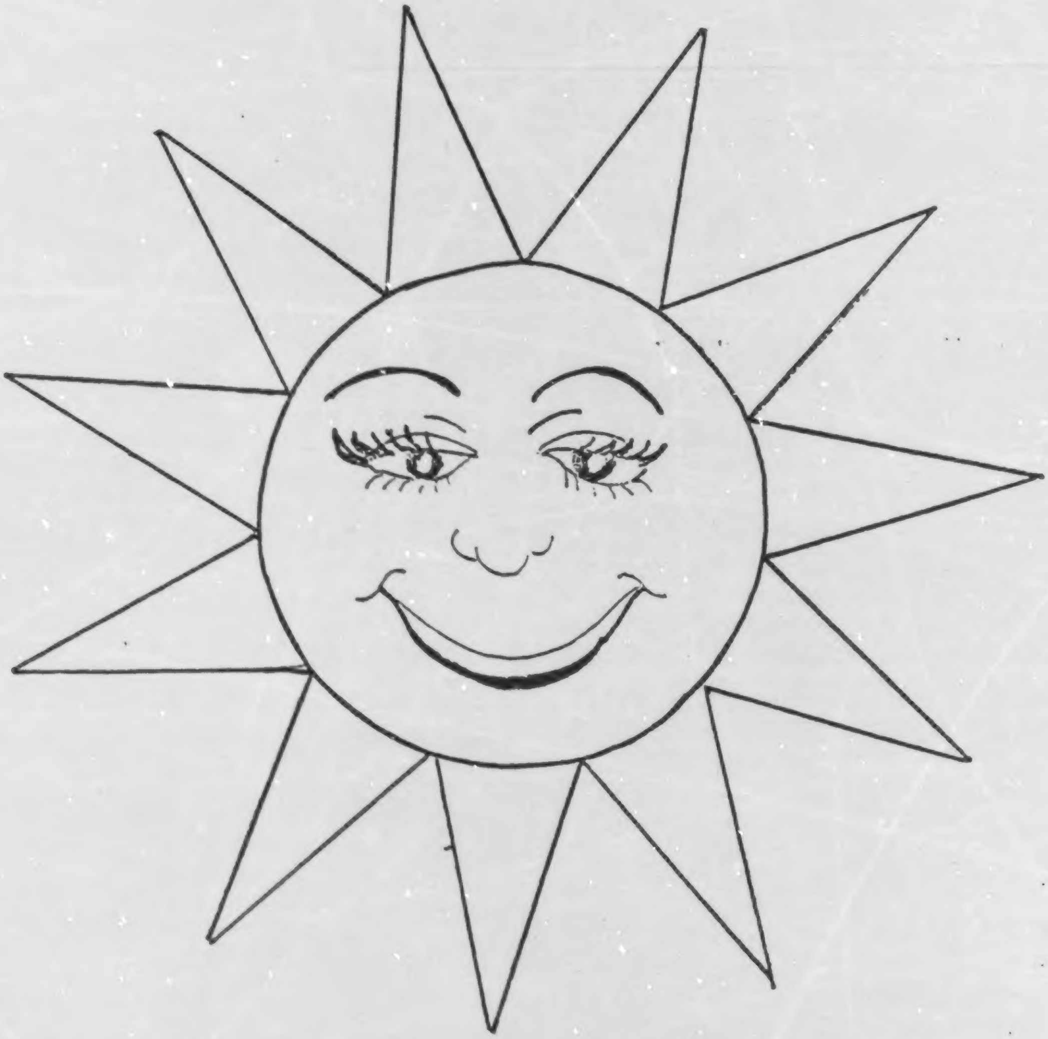
An ESEA Title IV-C Developmental/Innovative Project

This month, First Grade students have participated in a lesson called "Climate Control." In this lesson, the children are encouraged to relate the way they talk to each other to the setting of a climate. Do they use "sunny" words or do they use "stormy" words? Examples of "sunny" words are printed on cut-out sun rays. When children use these "sunny" words, a gold star is placed on that sun-ray. If a child uses a "sunny" word not already posted, a new ray is added.

Optional Activity:

CLIMATE CONTROL AT HOME

We have a "climate" at home also. What are some "sunny" words you hear around your house? Print the "sunny" words on the rays below.



If you want, other "sunny" words can be printed on sun rays by different family members. The sun rays can be displayed. Each time someone hears a "sunny" word, you can draw a star on the sun ray. If someone hears a "sunny" word that has not been thought of, a new ray can be added. Try this for 5 days and then talk about the experience. Did family members try to use more "sunny" words? Did it make a difference in the "climate" at home?

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

COME, PLAY AT MY HOUSE

A parent should provide a home environment where his child and his child's friends feel comfortable. Each parent has personal indicators of what behaviors are acceptable and non-acceptable when neighbor children come to play. If your standards are very strict, you may find that no one ever comes over to play. When children play together and have fun, they naturally are a little noisy and they naturally leave reminders that they have been there. If you want to encourage children to play with your child, you have to provide a home where they feel comfortable and wanted.

On the other hand, to hesitate to set limits because you don't want to restrain other people's children would be a mistake. Neighbor children understand that each family has its own rules. If the rules are fairly stated and observed, children will feel more secure than they would in a free-for-all ruckus waiting for the ax to fall. Whether your rules are "running belongs outside" or "toys must be picked up" or "one guest at a time," set limits that you, your child and your child's friends can live with.

****

PARENTS SET THE EXAMPLE

You can remind your children 101 times to remember their manners, but do they hear Mom and Dad saying "Please" and "Thank You" to each other and to the children? They will behave like you behave. In a family where courtesy is natural and spontaneous, a child learns manners easily.

****

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****

AM I THE ONLY ONE WHO GREW A PURPLE CUCUMBER IN MY GARDEN?

For the parent whose child has no friends, the problem may dominate daily concerns. When observing neighbor children playing happily together, this parent may feel that no other parents have such a problem with their children. However, the majority of parents have, at some time, wondered about their child's social adjustment with questions such as:

> "Why can't he share?"
> "Why is she so bossy?"
> "Why does it always end in a fight?"
> "Why doesn't anyone ask him to play?"

These questions are silently voiced by the parent but not often shared with other parents. If we share these concerns, we may discover that other parents have had similar worries. Although sharing our questions may not lead to answers, sharing questions may lead to a healthy feeling of not being the only ones who have concerns about their child's social adjustment.

****

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

TRY IT ON ME

Talking with your child about what to do in different situations is one way to help your child learn social skills. Another way is to encourage your child to "pretend play" or "act out" what she or he would do in a given situation.

For example: if a child wants to play with another child, but doesn't know how to go about it, a parent can help his child develop more confidence in this situation by suggesting,

> "Let's pretend that I am your classmate and you want to play with me. What is one thing you could do? Try it on me. Can you think of another idea? Try it on me."

This "pretend play" is also effective for helping your child learn to resolve problems. When faced with a problem, a child may not know what to do.

Your child might complain that a classmate bothers him during math and he can't get his work done. Ask him to think of one thing he could do to get the other child to leave him alone. You pretend to be the annoying child, and have your child try out his idea on you. Encourage your child to think of other alternatives, trying each out. Which idea does he think is best? Why?

In using "pretend play" remember that your child's ideas are the best ideas he can think of for now. As an adult, you may have different ideas, which you can gently suggest for your child's consideration. Ultimately, your child will be on his own. He needs to feel confident about his abilities to handle different social situations and to resolve different social problems. The purpose of "pretend play" is to help develop that confidence. Try to make it a positive experience for both of you.

****

DOING FINE UNTIL I READ I WASN'T

When I read a book or an article on parenting, I am sometimes left with an uncomfortable feeling. It probably comes from reading about something I have done wrong or something I have failed to do with my children. As you read the articles contained in these newsletters, you may become aware of things you could have done differently with your children. That awareness can be discouraging and lead to guilt, or it can spark interest and new ideas.

The feeling you get depends on you--how you view yourself as a parent and how you view us. We hope you view yourself as a good parent who has many strengths but who doesn't do everything perfectly. We hope you view us not as experts, but as people who are interested in you and your children and who are willing to share some ideas and observations with you.

****

IT'S O.K. TO BE ALONE

In our newsletters and classroom activities, we focus on children being with other children. But people cannot be with other people all of the time. Adults and children need times to be alone. We can help by providing our children with times and places for being alone and by trying to keep others from disturbing their privacy. We can help children discover that they can be happy and comfortable when alone.

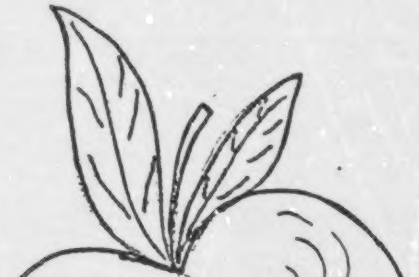
****

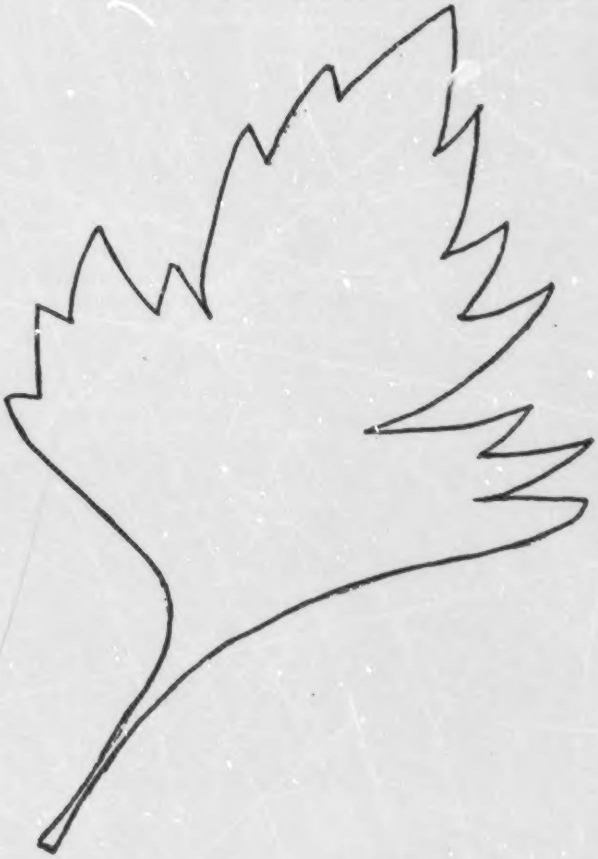
This month, Second Grade students have participated in a lesson called "Trim-A-Tree." The goal of the lesson was to encourage students to demonstrate courtesy and consideration to peers. In the lesson, an empty tree is drawn on a bulletin board. This tree can be decorated with leaves or birds as the children observe cooperative behaviors. When a student hears or observes a cooperative behavior, she/he may write it on the shape and put it on the tree.

Optional Activity:

TRIM-A-TREE AT HOME

What kinds of cooperative behaviors may be observed at home? When someone hears or sees a cooperative behavior, it can be written on the shape below and put on your family tree. As your tree fills, take time to read the comments. Express your appreciation for the cooperative behaviors that have been observed in the family.





PROJECT C.L.A.S.S.

Classroom Learning to Attain Social Skills

ONCE A DAY, EVERY DAY

What time is it right now? Put down this newsletter and look at a clock. Is it 10:00 a.m., 1:00 p.m., 5:00 p.m., 11:00 p.m.? Whatever the time, enough of your day has passed for you to answer this question:

"Has someone paid you a compliment today?"

"Has anyone told you about something you did that made them happy, pleased them, helped them, made them proud?"

Well, it's 9:00 in the evening at my house, and so far, I would have to answer "no" to the above question. I must admit that I have had a good day with my family, and I know that I've helped to make this day a good one for them. But, no specific reinforcing words have been sent in my direction.

I must also admit that I cannot recall any specific words of appreciation sent out from me either. I've been nice; I've been pleasant, but I haven't made a point to specifically comment on my children's good doings.

We could all use a daily dose of reinforcement, and I will be the first to start in my family by making certain that I tell the children something nice they did that:

helped me..."I appreciate the way you took care of your brother when I was talking on the telephone."

pleased me..."I love the picture you drew for me at school. It makes me feel good to know that you think of me when you are at school."

made me feel proud..."I heard you talking to your friend today. It sounded like she had a problem, and I was proud of the way you listened to her."

etc., etc., etc.

****

"IF YOU DON'T KNOW WHERE YOU ARE GOING, HOW WILL YOU KNOW WHEN YOU HAVE ARRIVED?"

When you try to develop a behavior in your child, have a specific destination in your mind. What is the behavior that you would like to develop in your child? Can you describe the behavior specifically enough that a stranger would recognize it?

For example, I want my child to develop good manners. That's an admirable goal, but will I know success if I see it? Do I know what I mean by good manners? It could be "please" and "thank you" or it could be not talking with your mouth full, or it could be not interrupting people when they are talking.

If I don't define good manners by specific behaviors, I might be chasing an elusive goal, always frustrated by my child's inability to get there and not appreciating the progress he has made.

When I define good manners as three or four specific behaviors, then I know what behaviors I am trying to help my child reach, and I will know when we have arrived at that destination. Very probably, it won't be the end of the trip. There will be other goals to work towards, but we need to relax and enjoy the stops along the way and to reflect on the good job that has been done.

****

A positive thought...

> *"Look to yourself -- maybe it's there that your answers can be found."*

****

TEN WAYS TO BE MORE POSITIVE

1. Pretend you are wearing special glasses that focus on the positive and filter out the negative. You don't have to point out every mistake, misbehavior, misattempt or misery that occurs. Let some things go by.

2. Compliment the beginning of a behavior:

   "That's a good start."

   "You're on the right track now."

3. Compliment along the way.

   "You're making quite a bit of progress towards your goal."

   "You've learned how to ______ and ________. Now you can move on to the next step."

4. Compliment the completion of a task. Don't become so caught up in the next thing that needs to be done that you forget the achievements already accomplished. Recognize and appreciate what has been done.

5. Try to be specific with your positive comments. Describe what you see, for example:

   "I see all the toys have been picked up. The family room looks great."

6. If you've been working for a particular behavior to stop and it does stop, make a positive comment about its absence.

   "I am so happy. You are on time now everyday. What an accomplishment!"

7. Model a vocabulary of adjectives that describe positive accomplishments.

   "Thank you for waiting for me. That takes patience."

   "Look at the way you have arranged your books on the shelves. That's what I call organization."

8. Tell someone else something positive about your child within listening range of your child.

   "Mom, I have something to tell you. Tracy has learned how to ride her bike. She kept trying and trying and pretty soon, I looked out the window and there she was, riding down the street all by herself."

9. Don't take good behaviors for granted. Show appreciation for all the common, ordinary, day-to-day behaviors that you can count on from your child.

10. Pat yourself on the back once in a while. Being positive is not only something that benefits your child; it benefits you as well. View yourself in a positive manner and give yourself some deserved recognition for the job you are doing as a parent.

A positive thought...

"What I can give is never as much as I can receive from the giving."

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

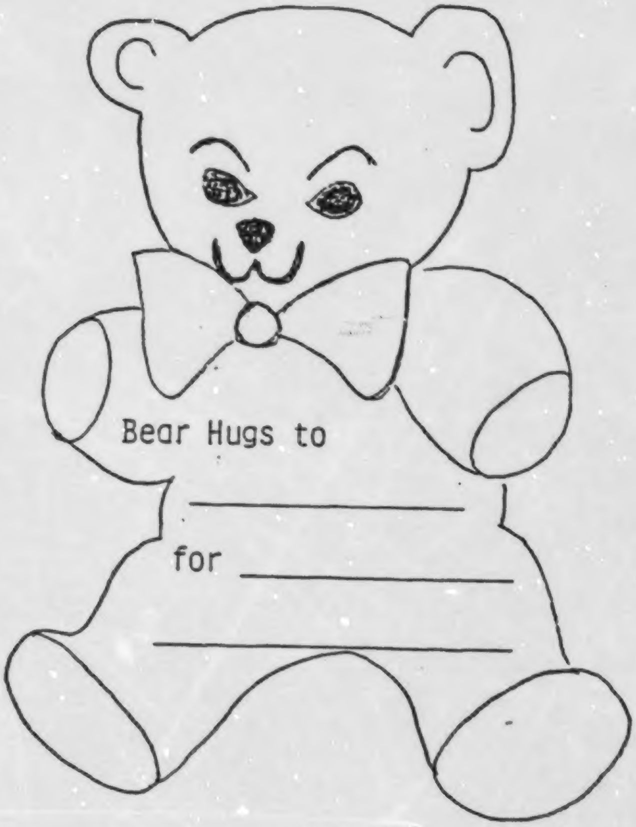
MESSAGES THAT BUILD

A hug.
A wink..
A smile...
I love you..
A pat on the back.
I like to be with you.
A tousling of the hair.
I'm glad we had this talk.
Let's do something together.
What do you think about this?
Thank you for listening to me..
You've made a lot of progress....
It was fun being with you today....
It took courage to do what you did...
That sounds like an idea we should try.
I need to hear your ideas on this matter.
I like the way you share with your sister..
I'm proud of the way you care about your friends.
You really helped me when you put away the clothes.
I appreciate the way you helped Dad clean the garage.
I like the way you try to solve some of your problems.
I can understand why your friend likes to play with you.
You kept working on that problem until you figured it out.
That was considerate of you to share your snack with your friend.
It's a pleasure to see how you children have learned to cooperate.

One objective of our program is to encourage students to be supportive of one another and to make positive statements about each other.

"Bear Hugs" is a classroom activity where children write positive things about their classmates. The bears are dropped into a box. A weekly session is held for reading aloud the compliments.

Parents can help reinforce the objectives by encouraging family members to give and receive compliments. To be able to give and receive compliments is an important skill for effective interpersonal relationships.



OPTIONAL AT HOME ACTIVITY

Use the next page to make "Bear Hugs" for your family. Cut the "Bear Hug" slips apart. As family members want to compliment others in the family, they write (or dictate) their compliments. The "Bear Hugs" can be displayed on the refrigerator or bulletin board. Or, they can be deposited in a special box. Set aside a special time to open the box and share the compliments.

Bear Hugs to ______________________________

for ______________________________________

____

____

Bear Hugs to ______________________________

for ______________________________________

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Bear Hugs to ______________________________

for ______________________________________

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Bear Hugs to ______________________________

for ______________________________________

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Bear Hugs to ______________________________

for ______________________________________

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____

Bear Hugs to ______________________________

for ______________________________________

____

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

BETTER THAN M AND M's

We've discovered a successful reward for children that costs nothing, is available in large quantities, and is present in your home. This reward works for any age child, can be adapted to any situation, and will produce satisfaction time and time again. You had better stop reading this and go and find a pencil so you can underline this important discovery.

Are you ready? The name of the reward is YOU and it stands for you.

What you, the parent, can do for your child with encouragement, attention, laughter, smiles, time and involvement is the most powerful reinforcement we have discovered to date. Are you letting this resource go untapped day after day?

Take the last three hours as an example. What did you do in the last three hours that was encouraging to a family member? Was there a balance between each person in your family, or did some members receive more encouragement than others?

Let's sharpen this resource you have as a parent with a systematic effort tomorrow. Pick a three-hour block of time when most of your family is around. Write down that block of time:

From ________________ To ________________

Each half-hour during this three-hour period, stop what you are doing, find someone in your family, and do something positive for that person or say something encouraging to that person.

The difficult part won't be finding someone in your family. The difficult part won't be thinking of something positive to do or encouraging to say. The difficult part will be remembering to do this and stopping what you are doing to get it done.

****

IF.....THEN

When I do something, my behavior leads to certain consequences. Although I don't always consciously evaluate choices on the basis of anticipated consequences, I am influenced by a subtle weighing of consequences somewhere in the back of my mind. I do something because I accept or I reject the consequences of that behavior.

To be able to understand that one's behavior affects others and leads to certain consequences which a person might or might not like is a way of thinking that takes years to develop. Children do not fully understand the impact of their behavior on others, or they do not understand the predictable consequences of some of their actions.

Parents can assist children to develop these understandings by trying some of the following ideas.

1. Encourage children to think about and verbalize their ideas as to what would happen if they decided to do something.

   "What do you think will happen if you tell Mary what Linda said?"

   "You seem to be trying to decide what you are going to do. What might happen if you pick your first idea? What might happen if you choose your second idea?"

   "How will your friend feel if you decide to do that?"

2. Verbalize your own decision making processe with your children. Let them hear how you consider the consequences of your alternatives

3. When opportunities arise, talk about other people's behavior in terms of the choices they had. Occasions may arise concerning people yo know, or the opportunity might come as you read a book or watch television together.

4. Encourage children to make up new endings to stories or television programs by asking:

   "What might have happened if he had not done that?"

   "What if ________________ had happened instead?"

One objective of our program is to encourage students to be supportive of one another and to make positive statements about each other.

"Super Stocking Stuffer" is a classroom activity where children write positive statments about their classmates. These positive comments are put into stockings which have been hung on a bulletin board. The children write their comments on tags given to them by the teacher. Because the teacher has completed the "TO" part with names of all the children, each child will receive some positive statements in his/her stocking.

OPTIONAL AT HOME ACTIVITY

Use the attached page for your family. Give each person some tags on which you have already completed the "TO" part. Have enough tags so that each person will receive several positive comments.

Hang a small stocking for each family member participating. For a few days, ask each person to write a tag and place it in the appropriate stocking. At the end of this time, everyone looks into their stocking and reads the comments, sharing their feelings with the rest of the family.

○ TO:

○ TO:

○ TO:

○ TO:

○ TO:

○ TO:

○ TO:

○ TO:

○ TO:

○ TO:

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

OTHER PEOPLE'S CHILDREN

Raising children is much easier when you don't have any. You can be objective about situations. Creative ideas pour out of your head. Problem-solving attempts are successful. You are filled with energy, vitality, and time. Everything works out fine until you are faced with one, or two, or three, or four, and they are real, and they are yours. and they are ever present. That situation is true for psychologists, and counselors, and teachers, and pediatricians, and authors who write books on raising children. Knowing what to do in your head and knowing what to do in your heart doesn't always come through in your behavior as a parent when you're on the front line.

This is an understanding I want us to have so you can stop worrying about what I would think if I saw your children misbehaving in the supermarket one Saturday morning, and I can stop worrying about what you would think if you saw my children misbehaving in the supermarket on Satruday morning.

****

WHY DOES ONE CHILD LIKE ANOTHER CHILD?

Since we do not feel that we can offer a complete and correct answer to such a complex question, we will instead share the comments of teachers as they have observed children interacting successfully with other children. Teachers observe:

Children have an easier time making and keeping friends if they have learned how to take turns.

One suggestion for helping your child develop this behavior is to speak often of taking turns in your family, such as:

"It's Daddy's turn to choose."
"Next time, it will be Wendy's turn."
"It's my turn now."
"We take turns in this family."

Another suggestion is to provide opportunities for children to practice taking turns. Examples are games where each person takes a turn, or play times where one large toy such as a Big Wheel bike must be shared by two or more children, and taking turns is the fairest way of sharing. Even everyday activities, such as feeding a pet, when divided between two children becomes an opportunity to help children understand the routine of taking turns.

A third suggestion is to praise your children when they remember to take turns, such as, "I am pleased to see that you remembered to take turns." or "I like the way you two are taking turns with the ball."

****

AN OPTIONAL AT-HOME ACTIVITY

Choose a task where family members can each help by taking turns doing the task. Examples might be feeding the pet, cleaning the table, etc. Try to select a task where as many family members as possible can have a turn. Try to include mom, dad, brothers and sisters in the activity.

Make a chart for a one-week period of time, indicating whose turn is on Monday, Tuesday, etc.

As family members take a turn, they each place a star on the chart.

Discuss the experience at the end of the week. "Did we each remember when it was our turn?" "How does our family feel when we all remember our turns?" "What happens when someone forgets a turn?" "Do you have to remind the person who forgot?" "How does it feel to remind someone to take a turn or to have someone remind you about your turn?"

We don't want children to think that taking turns only applies to chores. As a follow-up activity, take another week and give each person a turn to decide upon something special. Examples might be deciding what TV programs are watched during an agreed-upon period of time or deciding one item for the dinner menu.

Make a chart for a one-week period of time, indicating whose turn is on Monday, Tuesday, etc.

****

Friendship given becomes friendship received.

****

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

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This is an understanding I want us to have so you can stop worrying about what I would think if I saw your children misbehaving in the supermarket one Saturday morning, and I can stop worrying about what you would think if you saw my child misbehaving in the supermarket one Saturday morning.

****

STICK 'EM UP! - An Optional At-Home Activity

Teachers find stickers an ideal way to say "good job" or "nice work" or "you're special" to their students. The variety of messages on these ready-made stickers expands our verbal abilities to give compliments. Give each person in your family who wants to participate, a page of stickers. Decide how many can be used each day. Have a special place where you "stick 'em up" for each other.

****

Friendship given becomes friendship received.

****

THE GROUP VERSUS THE INDIVIDUAL

Project C.L.A.S.S. focuses on the child in the classroom group. We work on three areas--friendship, communication, and cooperation--each needed for children to interact successfully with other children.

As parents and teachers, we are also concerned with each child as an individual. We honor, we respect, we delight in each child's uniqueness and individuality. Although we do not discuss the many activities, lessons, and programs which are in our classrooms that focus on children as individuals, we know that they are there, and we know that they are good programs.

At issue is not the group versus the individual. The issue is the group and the individual. Our children will be called upon throughout their lives to function in individual endeavors and in group endeavors. Our responsibility to our children is to give them the skills and the self-confidence to handle both group and individual situations successfully.

****

USING CHILDREN AS MODELS

Children do attend to the behavior of their peers. If a friend of your child models good manners, be sure to compliment your child's friend. Your praise will reinforce courteous behavior in both your child and your child's friend.

When you praise the good manners, do so in a way that makes no comparisons with the manners of your child. If you were to say, "Tommy has better manners than you do," or "I wish you would remember to say please like Tommy does," then your child would feel criticized. But, if you were to say, "Tommy, I like the way you remember to say please," Tommy would feel complimented and your child would not feel slighted.

****

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

"THEY'RE TALKING ABOUT ME"

When you read these newsletters, do you sometimes feel guilty? discouraged? depressed? Do you occasionally see yourself in these pages as the example of "what not to do"? Do you find yourself saying, "I know I should do these things"?

Perhaps it would help you to talk to one of the "perfect" parents who put the ideas together for these newsletters. Here is a list of their names:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

The above spaces are blank because we do not view ourselves as perfect. Our ideas do not come from all of the supposedly right things we did with our children. Many of our ideas come from the mistakes we think we made and from the ways we are trying to improve.

After a newsletter is written, rewritten, and finalized, we take our copy home, shut the door, re-read the newsletter; and sometimes we feel guilty, discouraged, and depressed. But, most of the time, we feel positive and optimistic about ourselves as parents. That's how we want you to feel. We don't expect that any one parent will do everything and be everything suggested by these newsletters. But we do hope you will think about the ideas presented and try something. That is what we are doing, and we are pleased with the results.

****

Friendship given becomes friendship received.

****

WOULD YOU SAY THAT LISTENING IS AN ACTIVE BEHAVIOR OR A PASSIVE BEHAVIOR?

My first thought is to answer "passive" because when I listen, I don't appear to do very much. I just sit there and listen. On second thought, I would say that listening is an active behavior. When I listen, I am using my ears to hear the words, my eyes to see the nonverbal messages, and my heart to listen to the feelings expressed. Good listening is not easy. It's hard work. When I listen, I oftentimes feel tired afterwards. There is too much happening when you are a good listener to call listening a passive behavior.

****

"YOU ARE VERY SPECIAL TO ME"

Tonight, after your children are asleep and the house has become quiet...

Go into their rooms one
by one, stand by each bed,
look at your child and whisper,
"You are very special to me."

Now, answer this question.
What is it about your child
that is so special it catches
your breath as you stand there?

Now, answer this question.
Have you told your child?

You don't need to wake him
up to tell him; but sometime
tomorrow tell your child about
his specialness and what it means
to you.

****

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****

THANKYOU NOTES

For our third graders who are developing reading skills, a thankyou note pinned to their pillow would express your appreciation for something they have said or done. Encourage the children to write thankyou notes to each other. Don't forget mom and dad. Wouldn't it be wonderful to find a note pinned to your pillow from one of your children? The thankyou's don't always have to be for deeds. A message such as, "Thankyou for being the way you are" would brighten anyone's day.

****

PARENT A AND PARENT B

Parent A is knowledgeable about child behavior. His discussions with his children are detailed and full of good observations and interesting information. But the quantity is too much. His children usually stop listening long before he has finished talking.

Parent B hasn't formally studied child psychology. He likes to read about children and talk to other parents, but he doesn't view himself as an expert in child behavior. With his children he listens more than he talks. When he does speak, his children listen. Parent B understands that it's not the amount of information that you have to give to children that is important. What counts is the quality of the information.

****

VALENTINE COMPLIMENTS

With Valentine's Day approaching, use this holiday as an opportunity to compliment family members. For one week, have cut-out hearts available for family members. When someone does something that another person would like to compliment, he writes (or dictates) the compliment on a heart and drops it in a special box. All are read on Valentine's Day.

One objective of Project C.L.A.S.S. is to encourage students to participate in classroom discussions. In a lesson called "Spider Web," groups of 10 or 12 children pass a ball of yarn as a visual reminder to provide a turn for everyone to speak.

Each child loops the yarn around one wrist before passing the ball to the next person. This is repeated until everyone has had a turn. The same incomplete sentence is used for each child's turn.

OPTIONAL AT-HOME ACTIVITY

You can use unfinished sentences at home by asking each person to complete the same sentence in his/her own way. This encourages everyone to make a contribution. Each person has a turn without being interrupted. The group agrees that it would not be fair to criticize or ridicule another person's answer.

Some families find this activity enjoyable for long trips in the car.

Examples of unfinished sentences you could use:

1. I am happy when ______________________________
2. Something I do well is ______________________________
3. I make friends by ______________________________
4. One thing I really want to learn is ______________________
5. The thing I like best about being with my friends is ____
   ____
6. Something special about me is ______________________
7. I feel important when ______________________________
8. The things I look for in a friend are ________________
9. I talk the most when ______________________________
10. I am quiet when ______________________________
11. If I could have one wish it would be __________________
12. Cooperation is important because ____________________

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NL 4-(K,1,2,3)

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

WHY DOES ONE CHILD LIKE ANOTHER CHILD?

Since we do not feel that we can offer a complete answer to such a complex question, we will instead share the comments of teachers as they have observed children interacting successfully with other children.

Teachers observe that children have an easier time making and keeping friends if:

they ask first when they want to use something that belongs to another person.

1. Be a model for your child. Show that parents remember to ask first when they want to use something that belongs to their child.
2. Acknowledge and praise your children when you hear them ask to use the belongings of another person.
3. Let your child have some special things that he does not have to share with other children unless he wants to. He will come to understand the feelings of ownership that a person can have about their special things.

they look pleasant and friendly.

1. Compliment your children when they smile and look cheerful. Tell them how happy faces make you feel happy.
2. Comment about other children when they look particularly cheerful and pleasant, such as: "Your friend is always smiling. She looks so happy. I think that children would like to be with her and to play with her."

****

WAIT FOR THAT ANSWER

When children are asked a question, how long do you think adults wait for an answer? One study observed a group of adults to see how long they waited for a child's response. The study discovered that the average wait time was only five seconds. Just five seconds before the adult jumped in to answer the question himself, or to ask another question, or to move the conversation along.

Because it takes time for children to think through both the question and their answer, adults have to give them ample wait-time. The study mentioned above suggests 10 seconds. That may seem like a long pause in a conversation, but it may provide the pause a child needs to bring forth his own thoughts. This pause tells the child that the adult is interested in what he is going to say because the adult is willing to wait for that answer.

****

PAY ATTENTION TO CHILDREN WHEN.....

If a child can get attention, approval and affection by being friendly, courteous, and cooperative, then he will continue to be friendly, courteous, and cooperative. But, if those behaviors draw no response, then he will try something else until he has found a way to get people to pay attention to him.

Unfortunately, for some children, the only times people notice them are when they are being difficult or naughty. Adults may think that negative attention would not be sought by anyone. But, if you're a child and that's the only way you can get attention, you will take it. As parents, we need to make sure our children get plenty of attention and encouragement for their positive behaviors. If we let the positive behaviors go unnoticed and only respond to the negative ones, we may get more and more negative behavior.

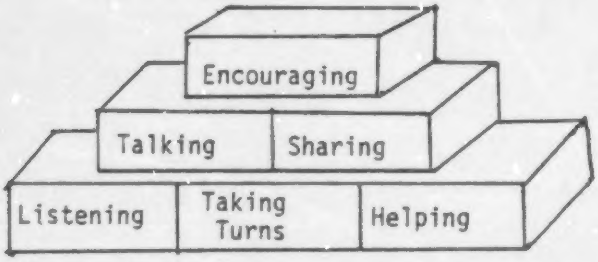
****

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

BUILDING BLOCKS

One way to overwhelm parents is to tell them that they should develop a complex behavior in their children such as a positive self-concept or cooperation without defining these behaviors comprehensively. This is guaranteed to send the parent walking off muttering, "But where should I begin?" When we are able to take a complex behavior and look at its subparts, the task doesn't appear to be quite as overwhelming.

Looking at cooperative behaviors as an example, the following subparts can be identified:



Could you help your child develop one of these behaviors? Could you help your child develop another skill mentioned above? If your child can handle all six subparts reasonably well, then activities where cooperation is necessary should be successful for your child. If a child cannot handle any of these behaviors, activities where cooperation with other children is needed will not go well. In that case, the child needs some help. As parents, you can provide that assistance by working with your child on one block at a time.

****

WHEN YOU CARE ENOUGH TO SEND THE VERY BEST

There are times when a child needs someone to listen to him in a special way. It doesn't happen all the time. Most of the listening a parent does involves everyday exchanges. That's realistic. What we want to discuss are those times when a child is bursting with something important to say, or when he is filled with frustration, or when he is spilling over with excitement and happiness. Those are the special times when a parent's listening can communicate understanding, caring, and acceptance. Those are the times when a parent's listening skills are important. Because parents care enough to send the very best listener-messages, those are the times to:

listen with attention - put aside what you are doing and give your child your undivided attention.

listen with patience - give your child enough of your time for him to say all that he has to say.

listen with understanding - listen to your child's words and to the feelings behind the words. Put your understanding of his message in your own words and check to see if your understanding is correct.

****

The more alternatives you can think of, the greater are the chances that you'll find something that works.

****

One way to encourage children to interact positively with their classmates is by developing their vocabulary of positive adjectives. Project C.L.A.S.S. has several lessons which asks children to select positive adjectives for their classmates.

Optional At-Home Activity

In the following activity, adjectives can help parents and children discuss positive attributes.

Parent Side		Child Side
Circle 5 adjectives you feel describe yourself: fun little strong cute thoughtful polite kind good looking generous smart quiet busy friendly courteous helpful pretty a tease	FOLD LINE	Circle 5 adjectives you feel describe yourself: fun little strong cute thoughtful polite kind good looking generous smart quiet busy friendly courteous helpful pretty a tease

Parent Side		Child Side
Circle 5 adjectives you feel describe your child: fun little strong cute thoughtful polite kind good looking generous smart quiet busy friendly courteous helpful pretty a tease	FOLD LINE	Circle 5 adjectives you feel describe your parent: fun little strong cute thoughtful polite kind good looking generous smart quiet busy friendly courteous helpful pretty a tease

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

SOME SUGGESTIONS FOR LISTENING TO CHILDREN

1.	Look at your child.	Translation:	Put down the newspaper.
2.	Get your child to look at you.	Translation:	Turn off the TV which he is trying to watch out of one eye.
3.	Show that you are listening by nonverbally communicating attention and interest.	Translation:	Try not to yawn. Don't fall asleep.
4.	Give your child your undivided attention for a reasonable period of time.	Translation:	Do not walk away before your child is through talking.
5.	Don't assume you always understand what your child is saying. Ask questions if necessary. Restate or rephrase your child's words to see if your understanding is correct.	Translation:	Do not spend your time thinking of what you are going to say when you get your turn. Do not spend your time making a shopping list in the back of your mind.
6.	Listen with both ears. Let one ear listen to the words and the other ear listen to the feelings.	Translation:	Consider the hidden message that may lie beneath what your child is saying. Is he saying more than he has the words to express?
7.	Listen with your head and with your heart.	Needs no translation!	

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A MATTER OF TIME AND TIMING

Knowing that it is important to listen to my children is not the problem for me. The problem is time (finding enough of it) and the problem is timing (being able to listen when they want to talk).

First, don't expect that you can listen to your child all the time, or that you can always listen right when your child wants to talk.

Second, do expect that your child needs some of your time each day, and when you must say "not now" it is said with a promise of "later." Do expect that your promise of "later" must be kept. Give some of your time each day to being with your child and to really listening to your child.

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PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

LISTEN WITH RESPECT

Listening is something we do that takes up many hours of our day. Our world is filled with sounds and verbal interactions. So, we listen.

In a parent-child relationship, listening runs the scale from tuning-in to the sounds of play to simple exchanges to important talks about feelings, problems, and accomplishments. The important talks occur less frequently than everyday exhanges, but they are special times for a parent and child. It is during these times that parents need to be aware of the skills of good listening. One way that we have helped parents to remember these skills is by reminding parents that:

TO LISTEN WITH CARE IS TO LISTEN WITH RESPECT.......

Reflection	Let your child know that you are hearing and understanding what he is trying to say. Try restating his message and sending it back to him for an accuracy check.
Empathy	Try to understand what it must be like from your child's point of view. Empathy is the ability to accurately perceive another person's feelings and thoughts and to identify with those feelings and thoughts.
Sensitivity	Listen to the words and look for the feelings. Look for clues in the tone of your child's voice, his facial expressions, the language of his movements. A child communicates through words and through behavior. We must put both parts together to grasp the total message.
Patience	Some children find it difficult to express their inner feelings. They need plenty of time. You have to resist jumping in yourself to finish their sentences, to move them along to another point, or to give them answers to their problems.
Effort	Listening is an active behavior that takes energy. You have to put aside other concerns and focus directly on another person. Good listening also takes practice. Once or twice is not enough. You have to be available repeatedly and consistently, not necessarily every day, but several times a week. The child will provide the parent with the opportunities.
Courtesy	Listen to your child as you would want him to listen to you. Listen to your child as you would listen to your best friend.
Trust	When we encourage children to open up and talk with us, we are offering a situation of acceptance and trust. We are saying, "Tell me what you think; tell me what you feel." We are also saying, "and I will accept and try to understand your thoughts and feelings." The child believes that this time will not be used to criticize him, judge him, or preach to him. The child trusts the parent. If this trust is continually violated, the child will be reluctant to talk with a parent about important matters.

One way to encourage children to interact positively with their classmates is by developing their vocabulary of positive adjectives. Project C.L.A.S.S. has several lessons which asks children to select positive adjectives for their classmates.

Optional At-Home Activity

In the following activity, adjectives can help parents and children discuss positive attributes.

Parent Side			Child Side	
Circle 5 adjectives you feel describe yourself:			Circle 5 adjectives you feel describe yourself:	
active	cooperative	FOLD LINE	active	cooperative
humorous	beautiful		humorous	beautiful
brave	fair		brave	fair
understanding	energetic		understanding	energetic
creative	dependable		creative	dependable
conscientious	reliable		conscientious	reliable
capable	responsible		capable	responsible
supportive			supportive	

Parent Side			Child Side	
Circle 5 adjectives you feel describe your child:			Circle 5 adjectives you feel describe your parent:	
active	cooperative	FOLD LINE	active	cooperative
humorous	beautiful		humorous	beautiful
brave	fair		brave	fair
understanding	energetic		understanding	energetic
creative	dependable		creative	dependable
conscientious	reliable		conscientious	reliable
capable	responsible		capable	responsible
supportive			supportive	

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

BECOMING A BETTER LISTENER-- SHARPENING OUR EARS AND OUR EYES

To become an effective listener, we have to develop our ability to listen to the verbal and nonverbal parts of communication.

When it can be done appropriately, listen to your child for a few minutes with your eyes closed. Try to focus on your child's verbal behaviors--the content of his message, the volume and tone of his voice, the feelings expressed in his words. This exercise will help you use your ears better when listening.

When it can be done appropriately, listen to your child for a few minutes with your ears plugged. Try to focus on your child's nonverbal behaviors--the meaning in her eyes, the expression on her face, the way she is standing or sitting, how she moves, what she does with her hands. This exercise will help you use your eyes better when listening.

****

KEEP PITCHING--THE GAME IS NOT OVER YET

It would be pretty discouraging to read an article on your child's 6th birthday which claims that by age 6, 80% of your child's personality is irreversibly set. There is one thing that would be even more discouraging--to read further in the article only to discover that about 50% of what you have done in those 6 years is wrong!

I fully understand and accept that early experiences are important. I understand the effect that early successes or failures have on later behaviors and attitudes. I realize that some decisions narrow the possibility of later choices.

But, at no point am I going to look at my child and say, "Well, there it is. From this point forth, it's just a matter of added pounds and added inches." There are too many things yet to come: learning to read at 7, a best friend moving away at 8, a difficult school subject at 11, the girlfriend at 14, the group at 16, leaving home at 18, a new job at 23, marriage at 25. I realize that over the years my relationship with my son will change; but as long as I am around, I believe in my ability and in my willingness as a parent to affect my child's life.

****

FEELINGS AND BEHAVIOR

Children should be allowed to have feelings and emotions. They have a right to be angry, sad, jealous, frightened, happy, joyful.

However, we can draw the line when it comes to the way a child acts when he feels a certain way. It is all right to feel angry. It is not all right to act upon that anger by hurting another person. When a child is striking out in anger, we can help that child by saying:

> *"I see you're mad, and it is all right to be mad, but I won't let you hurt your friend. Feeling mad is okay. Hurting someone is not okay. What can we do about your mad feelings that would make you feel better and would not hurt someone?"*

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The more alternatives you can think of, the greater are the chances that you'll find something that works.

****

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

"AND THE DAYS GO BY"

Last night I sat down and went over the day and the verbal interactions I had with my children.

The hour before they left for school was the usual hectic scene. Except for a cheerful good-morning kiss and a rushed good-bye kiss, talking with my children was prodding, poking, pointing, and propelling. "Time to get up." "Get up right now!" "Eat your breakfast." "Finish your breakfast." "Have you brushed your teeth?" "You forgot to comb your hair." "Where did you last see your shoes?" "Don't forget your lunch!" Then they were gone until three o"clock.

I wouldn't mind sitting down and talking with them after school, but after a snack, they like to play with friends. On at least two days, they have lessons or club activities. Soon the afternoon has faded away, and I'm preparing dinner. They are watching television or doing homework. We try and talk at dinner, but we have a two-year old in our house, and she keeps conversations on a certain level. After dinner, it's baths, stories, and bedtime.

There went the day. The majority of my words must have sounded like those of a traffic director. What went wrong? I love talking to my children. Maybe tomorrow there will be time...

Stop. If I wait for time to appear in my day, it will be a long, long wait. Time has to be made. If talking to my children and listening to my children is that important to me, I will have to make time.

P.S. I will have to have this little discussion with myself about once a month. Realistically, I know these good intentions get lost in the shuffle, and they need to be revived every so often.

****

FRIENDLY BEHAVIOR IS EVERYWHERE

How many instances of friendly behavior can you mention to your child in one day?

For example:

The salesclerk smiles and asks how you are.

A friend calls your child and asks her to play after school.

Your spouse does a favor for your neighbor.

Your child forgot his milk money and his friend shared his milk with him.

When you comment on these behaviors by labeling the behavior as friendly, restating what the behavior was, and sharing your feelings about the behavior, you do two things for your child.

Thing One	you point out models of friendly behavior in your child's environment.
Thing Two	you help your child view his family and himself as people who receive friendship from other people.

****

FRIENDS LIKE TO DO THINGS TOGETHER

In early years, children often choose friends because they like to play the same games and they have interests and skills in common. If parents want to encourage social relationships, they can take advantage of these reasons why children play together. Let your child develop interests and skills that seem to be current with his age group, whether it be bike riding, skateboards, roller skating, stitchery, cooking, baseball or crafts.

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An ESEA Title IV-C Developmental/Innovative Project

One objective of Project C.L.A.S.S. is to encourage students to accept differences and recognize similarities within a group of students.

In one lesson called "Four Square Friends" children, in groups of four, respond to the same questions with their own drawings.

OPTIONAL AT-HOME ACTIVITY

From the following list, or from your own ideas, select one question. Have each family member that wishes to participate answer the question by writing or drawing his response. Responses can be done on circles or squares of paper; or responses can be done on the suggested shapes in the parenthesis following each question.

Tape or paste the responses on a sheet of paper. Write the question across the top of the paper. Display the paper so you can share the ways in which your family members responded to the question.

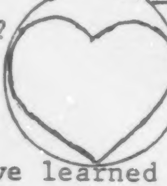
Question suggestions:

What is your favorite snack?

What is your favorite book?

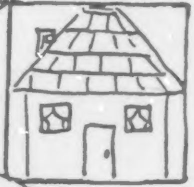
MY
FAVORITE
BOOK

What has made you happy today?



What is one thing that you have learned how to do that makes you proud?

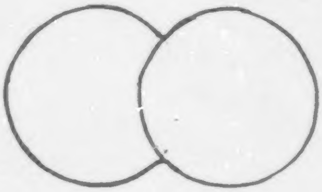
What room do you like best in our house?



What do you like to do in your spare time?

12
1
2
3
4
5
6
7
8
9
10
11

What do you like to do with your family?



PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

TOMATO

The word is tomato. Think of a luscious, fresh, ripe tomato straight from the garden. Tomato, tomato, tomato.

Now, for the next 60 seconds, think of anything but the word tomato. Sing, count, daydream, whatever, but do not let the word tomato enter your mind.

Okay. Sixty seconds. Begin.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
. . . .
. . . .
57 58 59 60 STOP!

How did you do? Could you keep the word "tomato" from your mind? It is hard to do, once the thought has been planted into your head.

What is this activity all about?

It's about words and ideas and how hard they are to get rid of once someone plants them in our mind. For children, the "farmer" is the parent. We must think about what kind of ideas about him the child is receiving from us.

If you tell your child,
"You're bossy, no wonder you don't have any friends," or
"I can see why no one plays with you, you're such a poor sport,"

that idea will plant itself in the child's mind. If these messages are said enough times, the child will come to accept the words and ideas as his own. And the child will behave accordingly.

****

PRIVACY FOR PRIVATE MATTERS

Try not to criticize or punish your child in front of his friends. Your child may resent the public criticism. Your child's friend may wish he were someplace else. If it happens often, the friend may feel so uncomfortable he stops coming over to play. Whatever you need to take care of can be handled in private. If it needs immediate attention, take the child into another room or ask the friend to go home.

****

"HELPING CHILDREN LISTEN TO EACH OTHER"

Many parents have supported our goal of improving listening skills. In our classroom lessons, we are interested in helping children listen to the teacher and in helping teachers listen effectively to children. We also stress the importance of children listening to each other. When a child speaks, he is not talking for the teacher's ears alone. He would like his classmates to listen to him, to respond to him, and to be interested in what he has to say.

As a parent, I have similar goals for our family. I want my children to listen effectively to me and to my husband. I want to improve our listening skills with the children. I also want the children to learn to listen to each other. At dinner-time, for example, each child should not wait impatiently for his chance to talk with Mom and Dad. As each one speaks, I would like the other children to listen to what is said.

Here are some suggestions we have used for helping children learn to listen to each other.

1. *Ask questions about what another child has said.*
2. *Ask children to relate something another child has said to their own situation.*
   "Has that ever happened to you?"
   "Have you ever felt that way?"
3. *Ask if someone can repeat or retell what another child has said.*
4. *Encourage children to ask each other questions.*
5. *Encourage the child when he has listened to another child and when he has responded to another child who has spoken.*

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PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

A WORD A DAY

The words we use can open roads and widen our vistas or our words can lead us down a narrow path. The potential of a word that we do not usually use in communications with our children lies in the direction that word gives to a thought or a feeling.

For example, did you use the word cooperate in any communications with your children today? Think of the possibilities that exist when the word "cooperate" is used. You could be commenting on the presence or absence of cooperation. You could be asking for cooperation. Or, you could be encouraging or praising cooperation.

When the word is not used, the contextual possibilities fade away. Tomorrow, plan to use the word "cooperate" in some way. True, it won't be completely natural and spontaneous because you've been asked to do this, but it will be a valuable experience to think about and evaluate later.

How does your use of the word "cooperate" influence development of cooperative behavior in your children?

What happened when you purposefully used the word "cooperate"?

Plan to use some other words in communications with your children. Here are some suggestions:

.....friendship

.....trust

.....appreciate

.....share

.....together

.....admire

.....compliment

What other words can you add?

****

WHEN YOU CAN'T LISTEN

Realistically, parents cannot always listen to their children when they want to talk. Children often want to be heard when you are faced with a crying baby, food that should have come out of the oven 15 minutes ago, and an unbalanced load of laundry that sounds like an earthquake.

When faced with such circumstances, do not try to listen to your child, unless it's an emergency. Tell your child, "I am too busy to listen to you right now," or "I cannot listen now. We will have to talk later."

Handling this situation honestly with a clear "I" message is much better for you and your child than to blurt out the frustration you are feeling with "Quit being a pest! Can't you see I am busy?"

Remember, however, that you have made a promise to listen later. Children will accept that you cannot listen now if they know that when later comes, you will be there.

****

PARENT A AND PARENT B

Parent A seems to always know what to tell her children. When they come to her with a problem, she will give them an answer that settles the problem for them.

Parent B doesn't have all the answers. When her children come to her with a problem, she listens to them, and together they think of ways to solve the problem.

Sometimes, it is necessary to be like Parent A. The children need a quick and effective answer. However, to always be like Parent A would take away valuable opportunities for your children to learn how to solve problems themselves. Don't be too quick to provide answers and advice. Help your child to develop his own resources and find his own answers.

****

One objective of Project C.L.A.S.S. is to encourage students to accept differences and recognize similarities within a group of students.

In one lesson called "Special Strings," children are asked to think of three important things that have happened in their life. They draw a picture of each special thing on circles which are stapled on a string and hung in the classroom.

OPTIONAL AT-HOME ACTIVITY

Cut out three circles for each family member who wishes to participate. From the following list, or from your own ideas, select one question. Each person draws or writes their responses to the question on the three circles. Staple each person's circles to a string, piece of yarn, or ribbon. Hang the strings so you can share the ways in which your family responded to the question.

Question suggestions:

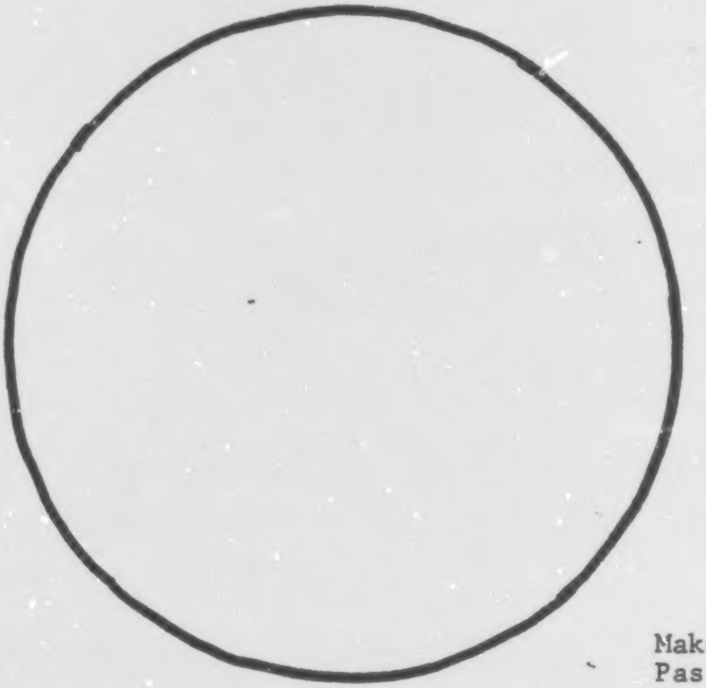
What are 3 special things that have happened to you in your lifetime?

What are 3 things that make you happy?

What are 3 things that you would like to have?

What are 3 things that you can do well?

What are 3 things that you like to do with your family?



Make 6 circles.
Paste or staple the
string between 2
circles for a stronger
mobile.

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

LOVE THOSE LISTS

These newsletters have been invaded by a dedicated list maker. I love making lists: going shopping--make a list; have guests for dinner--make a list; clean house--make a list; turn over a new leaf in life--make a list. I have made lists of lists I need to make. So unless someone edits this out, I cannot resist this opportunity to ask you to make a list.

In recognition of the fact that not everyone delights in making lists, I'll start off with a simple list.

List one idea that you have tried from these newsletters:

1. ______________________________

If you are having difficulty with the above list, try the following:

List one idea that you will try from these newsletters:

1. ______________________________

What a list does for me is to move me from thinking about the ideas in these newsletters to doing something about them. I think the ideas in these newsletters are great, but to tell the truth, some weeks I find myself in the same old rut with my children. So, I make a list (a short one) of something I am going to do differently.

Note the emphasis on a short list. There are at least 20 things I could try from these newsletters but a list 20 items long would probably be more discouraging than encouraging.

Making lists works for me. If you have another way that moves you from "thinking about" to "doing about," that is great. If not, try making a list.

****

REMEMBER WHEN YOU WORE CHILDREN'S SHOES?

Each one of us was a child once. As you try to help and understand your child, can you remember what it was like for you when you were that age? It's not easy to do, but if you can, it will help you gain some insight into your child's feelings and behaviors. If you can't, just look down at his little shoes and try to imagine what it must be like to be that small.

****

IS MY CHILD A SOCIAL MISFIT????

Do not use the following situations to answer the above question:

- *how he behaves at a birthday party*
- *how he behaves the first 2 weeks of school*
- *how he behaves when he is tired*
- *how he behaves when you are tired*
- *how he behaves after he has eaten all of his Halloween candy in one sitting*
- *how he behaves around your mother*
- *how he behaves around your mother-in-law*

Do use the following situations to answer the above question:

- *how he behaves around the children he plays with every day*
- *how he behaves midway through the school year*
- *how he behaves when he is happy and feeling fresh and full of energy*
- *how he behaves when you are not looking*
- *how he behaves when he makes you feel proud*

****

By the yard, life is hard.
By the inch, it's a cinch.

****

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

THAT'S ONE WAY-- WHAT ELSE COULD YOU DO?

I know and you know that there is more than one thing to do in a given situation. The question is, "Do our six-year olds know?"

I wonder.....

he gets so mad when certain things happen. Yet, he will go out and do the same, exact thing that led to a problem today, yesterday, and the day before that.

So, I have started saying to him.....

"What's another thing you could have done?" or,

"That's one thing you could do. What else could you do?" or,

"Can you think of something else you could do if that happens again?"

At first.....

I received some blank stares, as if he did not understand that there might be another way to behave in a given situation. Then I received some frustrated "I don't know what else to do" or, "I can't think of another way" answers.

Lately.....

I have been hearing one or two alternatives. I believe that if I can keep him thinking that there is more than one way, he will soon try out these alternatives in difficult situations. The more alternatives he has to work with, the more chances exist for his being successful.

****

LOOK ME IN THE EYE AND SAY MY NAME

Recall a special talk that you had with a friend lately. Did that person say your name in the course of the conversation? If you answered yes, remember how important your friend made you feel by using your name. You can show the same regard for your child. When the two of you have one of your special talks, use his name naturally while conversing with him.

****

LITTLE FEET TAKE SMALL STEPS

When a child learns how to read, we accept it as a complex skill that will take years to develop. We are aware of and understand the different steps that a child takes to becoming a reader: or readiness, beginning sounds, etc. Our awareness of these steps enables us to acknowledge and encourage our child's progress.

Learning to relate to others is also a complex skill that will take years to develop. We need to be aware of the steps a child takes to develop satisfactory interpersonal relationships. By becoming aware of these steps, the parent can acknowledge and encourage the progress the child has made.

****

THE MAGIC NUMBER

In many of our newsletters, we discuss friendship and the importance of friends. This focus has caused a few parents to ask if having only one or two friends is a problem for children.

There is no magic number for how many friends a child should have. Some children have many friends to play with at home and at school. Other children play with a few friends, and others have one special friend. Each child is different and will have different friendship needs.

Parents who have more than one child often see this happen in their family. Just as siblings have differences in looks, personalities and abilities, they will also have differences in friendship patterns

If a child has no friends, the place to start is with one friend. It doesn't help the child or the parent to set a goal that will be difficult to reach. Help your child to find that one friend and see what a difference it will make.

****

NL 7-1

TAKE A STAND

In this Project C.L.A.S.S. lesson, children are asked to indicate their choice when presented with questions about everyday things. Children enjoy sharing their ideas and opinions. They also have the chance to see the choices of their classmates. This provides them an opportunity to recognize and appreciate the similaritites and differences in opinions among their classmates.

OPTIONAL AT-HOME ACTIVITY

You may use the following questions to give each family member participating the opportunity to share their own ideas and opinions.

Would you rather have a cat or a dog for a pet?-

Would you rather go to the mountains or go to the beach?

Would you rather have cookies or ice cream for dessert?

Would you rather be a tiger or a monkey?

Would you rather go swimming or play in the snow?

Would you rather have music or art in school?

Which is worse: to hit a friend or to call a friend a name?

Would you rather play inside or outside?

Do you like summer or winter best?

Are you more afraid of spiders or lizards?

Do you like mornings or afternoons the best?

Would you rather go to the doctor or to the dentist?

Would you rather have a snack or eat dinner?

Would you rather go to the zoo or to a movie?

Would you rather take singing lessons or dancing lessons?

Would you rather be an only child or have 6 brothers and sisters?

Would you rather be older or younger than you are now?

Would you rather live on a farm or live in a big city?

Would you rather be the oldest or the youngest child in a family?

Would you rather be the only girl with brothers or the only boy with sisters?

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

QUARRELING

At first, you might think that most quarrels occur between people who do not like each other. In fact there are more quarrels among children who do like each other and play together often. I would carry that observation a step farther. There must be the most quarrels between siblings who love each other and who are together daily.

Children who interact often have more possibilities to quarrel, but that does not necessarily mean there is something wrong with the relationship. Usually the quarrel is over as quickly as it began. The children may be playing together happily again while the parent is still wondering what to do about their fight.

****

WHAT WOULD YOU DO?

Posing pretend situations for your child to discuss is one way to help him develop problem-solving skills. He can brainstorm ideas without the pressure or anxiety of being in the situation himself. You can get a feeling for how the child would handle various social situations. You can provide guidance so that the child will consider several alternatives and the consequences of these alternatives.

In our house this activity has become fun to do, and the children will often choose this pastime when riding in the car. Some of our pretend situations are:

What would you do if.....

you and your friend got into a big fight and you had started it?

you lived out in the country and did not have anyone to play with?

you were in a bad mood and didn't want to play with your friends at recess?

someone in your class liked to play tricks on other children and you didn't think it was right?

your friends were playing with water in the bathroom at school and they wanted you to play too?

your friend borrowed your new pencil and forgot to give it back to you?

your dad is talking to a neighbor and you have something to tell him?

you are playing cars with your friend and he accidentally breaks your favorite car?

your best friend always forgets her snack and asks to share yours?

you have two friends who are trying to get you to choose one of them and leave the other person out?

you like to play with someone but they always boss you around and you don't like that?

you are new in school and you want some children to play with you and be friends?

your friend wants to play with the special doll you got for your birthday?

****

By the yard, life is hard.
By the inch, it's a cinch.

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

P. S.

We are not beginning with an ending postscript message. P. S. in this case stands for problem solving. If we view problem solving as a process, then what we can offer our children is not the answer to their problems, but the chance to learn how to solve their own problems themselves. It requires a slight shift in parent thinking from answers and solutions to questions and processes.

TRY SHIFTING FROM:	TO:	BY:
your idea of what the problem is	assisting your child define and clarify the problem	asking your child questions which move him from the feeling level to a description of what happened to make him feel this way. ***
one answer to the problem	several possible alternatives	encouraging your child to think of other things that could be done, such as: "That's one thing you could do. What is another thing you could try?" ***
not knowing what choice to make	making a choice based upon considering the possible consequences of each alternative	asking the child, "What do you think would happen if you did that?" or "What choice do you think would solve the problem and make you happy too?" ***
trying to figure out whose fault it was	finding a resolution that everyone can live with	guiding the discussion from angry feelings--to ideas--to alternatives--to choices. ***
ending the process with one discussion	ending the process with a second talk to discuss what happened	remembering to ask your child later, "How did it work out?" or "If that happens again, what would you do?" ***
letting the process of making decisions and solving problems be an unconscious process	increasing a child's awareness of the steps he and others go through when making decisions and solving problems	(1) verbalizing your thoughts as you make decisions and solve problems; (2) discussing decisions that you know the child will have to make in a few days; (3) pointing out some problems that the child has recently solved; and (4) providing more opportunities for children to solve problems and make decisions at home.

TAKE A STAND

In this Project C.L.A.S.S. lesson, children are asked to indicate their choice when presented with questions about everyday things. Children enjoy sharing their ideas and opinions. They also have the chance to see the choices of their classmates. This provides them with an opportunity to recognize and appreciate that similarities and differences in opinions exist among their classmates.

OPTIONAL AT-HOME ACTIVITY

You may use the following questions to give each family member participating the opportunity to share their ideas and opinions. Ask each person to select a number which indicates his response:

1 - agree   2 - mostly agree   3 - mostly disagree   4 - disagree

Riding bicycles can be dangerous.

I watch too much television.

Surprise birthday parties are best.

I am a good listener.

Most people would change their name if they could.

If a friend tells you a secret, you should never tell another person that secret.

I would go to the moon if I had a chance.

Children should have to work around the house to earn part of their allowance.

In general, parents are too strict with their children.

I would like to be younger than I am right now.

It is harder to be a child than most people realize.

I have enough friends.

It is hard to remember your manners all the time.

I don't mind being teased.

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

THAT HOPELESS LIST-MAKER STRIKES AGAIN

Make a list of five things you would like to do differently with your child.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Place a star next to the item that would be easiest for you to start. Forget about the other four things now, and promise to start on your starred item.

First, ask yourself what needs to be done for this change to occur. Second, consider any obstacles that make this change difficult. Third, decide how you can get around these obstacles. Fourth, and most important, begin.

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THERE ARE OTHER WAYS

Frustration, annoyance, anger--these responses are common occurrences in a real world. Some children believe there is only one way to act when these feelings occur, and that is to fight back with physical aggression. These children are more likely to have problems with other children. They are more likely to have no friends or to lose their friends often.

We know that anger and frustration occur. We understand that ignoring these feelings is not the best way to handle them. How does a parent help a child to know what to do in these situations?

Because children are unique and situations are not standard, there is no single correct answer. We have observed, however, that successful children have learned that there is more than one way to handle their frustration and anger. Because they have more behaviors to choose from, they have more freedom and control. The child who only knows how to fight back with his fists doesn't have much freedom and feels a loss of control.

Here are some alternatives. Perhaps you can help your child develop any of these as another way to express anger.

1. *Substitute verbal assertion for physical aggression. Instead of letting another person know you are angry with your fists, tell him that you are angry with your words.*
2. *Be direct and specific when talking about your anger. Anger may be the reason for your name calling, sarcasm, or mean words. Why take a chance that the other person will guess your anger? Tell her how you feel.*
3. *Find ways to drain off the furious energy that anger sometimes brings. Run, walk, shadowbox, fantasize, talk to yourself, etc. It is difficult to do something constructive about anger when you are caught up in the fury of it.*
4. *Put your anger on hold until you can take action to resolve the problem. This is especially needed if there is a persistent problem that keeps setting you off in anger. If necessary, talk with other people who can help you resolve the problem.*

****

LISTENING

Think of a time when one of your friends or family members listened to you with undivided attention. Recall how you felt when that person cared enough to try to hear and understand what you were saying.

Your child feels the same way. Have you been able to listen to him today?

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PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

ENCOURAGE CHILDREN TO TALK ABOUT THEIR FEELINGS

Ask you child---

"What are you feeling?"
"How do you feel about that?"
"Have you ever felt that way?"
"How would you feel if that happened to you?

Talk about the feelings you notice in other people---

"Your Dad seems worried today. Have you noticed?"
"I think he was feeling nervous about the meeting."
"She was very happy about the phone call."

Be willing to talk about your own feelings---

"I am having a great day. I feel happy when we are all together."
"When I see things like this on the news, I feel anxious."
"I am very embarrassed about forgetting that appointment with your teacher."

Help children develop their vocabulary of feeling words---

"What makes you feel disappointed?
"What does it mean , to feel lonely?"
"How would you know if someone was feeling embarrassed?"
"If you were feeling frustration, what would you do?"

****

COUNT TO TEN

In the heat of anger, children may say something or do something that will hurt a friend and cause irreparable damage to a friendship. The child who always blows her top and strikes out in anger soon has few or no friends. As children get older, they may learn to develop their own private delaying strategies when angry.

The old adage "count to ten" has been around for many years because it works so well. So does turning around and taking a deep breath or turning away and taking a quick walk. I've heard teachers say to an angry child, "Walk once around the playground, then come back and we'll talk about it." Often the child returns and says, "Let's forget it. I don't want to use up all my recess talking about it." At other times, the child may want to talk about what made her angry and is ready and "cool" enough to do so.

****

Question:	Can you afford to take a child's good behavior for granted?
Answer:	Only if you can afford to lose it.

Remember to acknowledge and encourage some of the special behaviors that your child has developed. Sometimes they become so much a part of him that there is a tendency to take these behaviors for granted.

Question:	Who knows more about your child than you do?
Answer:	No one.

Although these newsletters contain many valuable and useful ideas, you will want to look at them in light of what you know about your own child. Some of the suggestions may be very helpful, and we hope you have tried them. Other ideas may sound good but don't work successfully in your situation. Focus on trying to implement some suggestions, and stick with them long enough to give them a chance to work for you.

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One objective of Project C.L.A.S.S. is to encourage students to demonstrate courtesy and consideration to peers within their classroom. In a lesson called "Monkey Hear, Monkey Say" monkey puppets are made from paper bags. Through role-play, positive interactions between classmates are modeled. Then children are asked to listen for and to share positive comments heard in the classroom.

OPTIONAL AT-HOME ACTIVITY

What kinds of positive comments can be heard in your family?

Ask family members to listen for positive communications. These communications can be noted on a bulletin board or a piece of paper taped to the refrigerator door.

Take a few minutes to read and talk about the positive comments heard by family members. Discuss how positive statements effect ourselves and others.

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

COMMUNICATING WARMTH AND LIKING TO OTHERS

How do children communicate to other children that they want to play with them, that they like each other or that they feel concern and sympathy when their friend has a problem? The answer to this question might be that children just naturally know how to communicate such feelings. And for some children, that statement is true. But, not all children have such instincts. Some children really do not know how to get other children to play with them. They don't know how to tell their friends that they like them, or that they are sorry for something, or that they are concerned about them. Some children overdo it, while others "underdo" it.

How can a parent help?

First, by being a good observer. It is necessary to observe our children interacting with an objective eye. If we get caught up in parental concern, parental disappointment, or parental anger, we will not objectively see what behaviors our child needs to develop. Observing children also gives us clues as to what other children do to initiate friendships and maintain friends.

Children can be observers too. If a child doesn't know how to engage other children in play, ask him to select one child who seems to have friends and watch what this child does. Talk about his observations. What do other children do that is successful? What do other children do that seems to cause problems for them? Some of the alternatives a child may wish to try can come from watching other children.

Second, be willing to model various interpersonal skills and verbalize your thoughts and feelings as you do. Show your child how to express appreciation, interest, sympathy, liking, and concern for other people. Verbalize your thoughts and clarify your feelings as you do. Tell your child that you are sending this card or writing this note because your friend did something special for you, and you want to show your appreciation. Tell your child that you feel bad because you forgot to call your friend back, and you will apologize the next time you talk to her. Tell your child that you are worried about your friend because she has been ill, and you have offered to do some shopping to help out.

As an adult, we take many of these behaviors for granted, but they are important lessons to share with a child in the process of developing effective social skills.

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I MUST HAVE A PROBLEM

When a child comes home and tells a parent about a difficult situation that happened with another child, how the parent reacts is very important. Stay calm. Stay cool. Your child will take the clue from you. If you get worried, he will get worried. If you panic, he might panic. Try to find out what happened. Evaluate the single incident in light of past situations. Does this happen often? Not very much? Quite a bit? Once you have put the problem in perspective, then you can decide to let it pass, put it on "hold," or proceed with steps to resolve a legitimate problem

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An ESEA Title IV-C Developmental/Innovative Project

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

UNDERSTANDING OTHERS

The ability to understand other people, to relate to their feelings, needs, and behaviors is an important step toward positive interpersonal relationships. Young children have difficulties understanding others because their natural egocentricity results in self-centeredness. To think of self first is normal for young children. As the child develops, and as the child has more social experiences, he will come to understand others, and to sense that they have needs and points-of-view that are different from his own.

Learning this skill is a lifetime process. By third grade, however, most children should be able to understand other people's feelings and respond to them with consideration. A parent can help children with the beginning steps. There are many situations which can be used: occurances from the child's world, situations from TV programs you watch together or books you read together, and things that happen to you that you can share.

We have found the following suggestions helpful:

1) Describe what happened.

   Example: "Your friend asked to go to the park with you. He told you he was coming over after school. But you left without him."

2) Talk about the feelings that the other person might have had or the feelings that the other person expressed.

   Example: "How do you think he felt when he got here and found that you had left?"

   Example: "I could tell from the look on his face that he felt angry and hurt because you didn't wait for him."

3) Help your child relate the feelings another person has to the feelings he would have in a similar situation.

   Example: "I wonder how it feels to plan to do something with someone, and then that person goes ahead without you...I wonder if you would feel angry and hurt if that happened to you...Has that ever happened to you?

4) Understanding another's feelings is only half the goal. The other part is to learn to respond to another person's feelings with consideration.

   Example: "I wonder if we can think of a way to help your friend feel less hurt and angry. What ideas do you have?"

****

PARENT A and PARENT B

Parent A is a positive person. The difficulty is that he thinks about the whole behavior that needs to be developed by his child. Because he focuses on completion of the whole task, his words of praise and encouragement don't come very often.

Parent B has a different focus. He can look at a behavior his child needs to develop, and he can see the steps that occur along the way. He makes sure that each step receives plenty of praise and encouragement. Ususally, he can divide the whole task into so many little behaviors that he can find an achievement to encourage the very first day.

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One objective of Project C.L.A.S.S. is to encourage students to demonstrate courtesy and consideration to peers within their classroom. In a lesson called "Communi-Count," each child is given a card on which he or she tallies the number of positive comments heard in the classroom.

OPTIONAL AT-HOME ACTIVITY

What kinds of positive comments can be heard in your family?

Ask family members to listen for positive communications. Give each person participating a 3" x 5" card or a piece of paper. Each time someone hears a positive comment, he puts a tally-mark on his individual card.

At the end of the day, discuss the activity. How many positive comments were noted? Can you give examples of what you heard? What other things could we say to each other that are positive? Does it make us feel and act differently if we have positive things said to us?

Optional situation:

From this discussion, identify several comments that you would like to see used in your family. Examples might be: please...thank you...that's a good idea...you did that well...I liked the way you did that. Print the comments that your family selects on a piece of paper and tape it on a bulletin board or on the refrigerator door. Each time a family member hears one of these comments, she puts a mark next to the comment. At the end of a few days, discuss this activity. Which comments were heard the most? Which comments were easiest to use? Which comments were hardest to use?

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

WHAT...ANOTHER LIST!

List five social skills that your child has developed. Some examples of social skills are:

can share with others...
can work cooperatively with others...
is courteous to other people...
has satisfactory listening abilities...
can express self with others...
is thoughtful of others...
can initiate friendships...

From these ideas and from others that you can think of, list five social skills that your child has developed:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Do you think your child knows that he or she can do these things well? Circle a response:

Certainly

I think so

Maybe

Probably not

Do not know

Why take a chance that your child does know how well he is doing in the area of social development? Make it a point to compliment your child the next time any of the five behaviors you listed occur. Share your feelings of pride with the person who has worked so hard to achieve this growth. Share these feelings with your child.

****

OBSERVE YOUR CHILD WITH OTHERS

Once a week, take a few minutes to watch your child as he plays with others. Don't enter into his play. Just watch and consider:

What is he doing?
What feelings is he expressing?
How is he expressing these feelings?
What needs does he seem to have?
How is he meeting these needs?
How do the other children respond to him?
How does he respond to his playmates?

By stepping back and looking at your child, you get a better sense of who he is and how he handles situations. Tuck these insights away and draw upon them as occasions arise when you can help your child.

****

INFLUENCING GROWTH IN OTHERS

There are several ways to help another person develop a specific behavior. In these newsletters, we have touched upon a few: positive reinforcement, creating opportunities for practice of a new skill, discussing the behavior to be changed with your child, identifying and teaching the small behaviors that lead to a new skill.

Another effective approach is by modeling the desired behavior. The example set by a parent is very important and should not be underestimated. As parents we have discovered, oftentimes, that if we want some behavior to change in our child, we have to change our own behavior first. For example:

If we want our child to share his feelings with us, we must try to share our feelings with him.

If we want our child to remember to use her manners when visiting friends, we have to make sure that manners are part of our daily, family life at home

If we want our child to listen to us, we have to show him good listening skills when we listen to him.

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PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

RESTATE A SHOULD

Many times, when we talk with a child about something he should or should not do, our underlying concern is a specific behavior. Because we have the perspective of experience, we tend to generalize from the behavior to the lesson that needs to be learned. We might say, "When someone gives you something, you should say 'Thank You.'"

However, children are practical and more responsive to the immediate situation. If we can describe the child's specific behavior and how that behavior affects others, we can take a "should" from the abstract to the personal. For example: "When your aunt gave you the book, you did not say 'Thank You.' She looked surprised and hurt. Maybe she thought that you did not like the book."

Through a period of time, the child draws the ideas together into a principle of thoughtfulness and consideration for others. By putting the pieces together, the completed puzzle becomes his accomplishment.

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Question: *How can you get your child to be a better listener?*

Answer: *To change* *his* *listening habits, you may have to change* *your* *listening habits.*

As with so many behaviors, good listening is learned. One of the best ways to teach another person a behavior is to model that behavior yourself. Show your child what a good listener does. Then, if he begins to try some of these listening behaviors, encourage his attempts.

****

WHAT IS/WHAT COULD BE

When we live with someone, like a child, we think we know that person pretty well. And, we do...most of the time. But there can be delightful and revealing surprises. One way of discovering these surprises is to compare what happens to what a person wishes would happen. Following are some examples.

1. List three ways that you help your child. Then think of three ways you wish you could help your child. Now ask your child to think of three ways you help him. Next, ask your child to think of three ways he wishes you would help. How do your lists compare? Do your child's hopes and expectations match yours? Are there any surprises?

2. Try this one with several members of your family if possible. What ways do you cooperate as a family? In what areas do you not cooperate? In what areas do you wish there was more cooperation?

3. Here is another one that can be tried with several family members. List three things you do together as a family. Then list three things you wish you could do together as a family.

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Question: Do you want to know what your child is feeling?

Answer: Look. Listen. Ask.

****

In Project C.L.A.S.S., students are encouraged to interact positively with classmates. One lesson which helps meet this objective is called "Secret Service Agent."

Each day a new "Secret Service Agent" is appointed by the teacher without the other children's knowledge of who it is. That child tries to do a number of helpful, sharing, positive things for classmates during the day.

At the end of the day, the children discuss the activity. They try and guess who the "Secret Service Agent" was by describing nice things that were done by classmates.

OPTIONAL AT-HOME ACTIVITY

If you would like to have a "Secret Service Agent" in your family, explain the activity to interested family members. Decide upon the length of time that you are going to do this, such as a day, a few days, or a week. Put slips of folded paper into a hat. Each slip has the word NO written on it, except for one which is YES. The person who draws the YES is the "Secret Service Agent" and must not tell anyone. That person is to do helpful, sharing, positive things for family members. At the end of your specified period of time, discuss the activity. Try and guess who the "Secret Service Agent" was by describing nice things that were done by family members. Ask the person who was the agent to reveal his/her identity.

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

DO YOU HAVE TIME FOR A SOCIAL LIFE?

Not me. Not at this time.

That's not a surprising answer for a busy mother of three children who has a job and who is involved in community volunteer work. My concern lies not with my lack of time, but with my child's lack of time. Does my third grader have time for a social life? I wonder. With scouts, sports, schoolwork, household duties, music lessons, etc., there seems to be little free, unstructured time. Some of her activities, like scouts and sports, do provide opportunities for interactions with others, and those are valuable times. But what about long, lazy days for adventures with friends, for planning and building something you'll never use, for aimlessly moving from one house to another house and back again? Those times are important, not only for social development, but for self development as well.

Having a balanced life is like being supported by a well-built chair with all four legs the same length. When one leg is shorter than the rest, the chair becomes shaky. The child sitting in that chair may not be able to see what the problem is, but a carpenter could spot the problem right away. A parent needs to step back and take a look at the child's life. Is there a healthy balance of things you consider valuable? For example, is there a balance of play times and work times, of time spent with others and time spent alone, of structured activities and unstructured open time where choices can be made?

****

IT'S CONTAGIOUS--

And parents are the carriers! You can give it to your child. You can infect your whole family. The first time you send it out, they may not catch it, but if you persist, it will surely take hold.

What is this highly contagious thing? That is up to you.

It could be:
- a negative attitude
- frustration and resentment
- criticism of others
- criticism of self
- giving in and giving up
- anger and hostility

or

it could be:
- a positive attitude
- laughter and humor
- supporting others
- encouragement
- resolving problems
- coping with difficulties
- interest and attention

What will you bring to your family today?

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ENDINGS

Tonight, when you tuck your child into bed, sit down for a minute and ask

"What was the best thing that happened to you today?

then

tell your child about the high point of your day.

That's one way to close each day with a happy ending.

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NL 9-2

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

FAMILY BOOK OF RECORDS

The first child has a baby book which is reasonably complete. The second child has a baby book, but it hasn't been taken out of the box yet. The third child is 2 years old and the baby book hasn't been purchased.

So, I have decided to give up Baby Books. We are trying a Family Book of Records instead. We went to the store and bought a journal. We have talked about the kinds of entries that we may want to include in our journal. We've decided that each person may write in something for themselves as well as for other members in the family. We have agreed to date the entry, state what happened, and when possible, to add our feelings and thoughts about the event.

In the last month, entries describe such things as learning to ride a two-wheel bike, receiving a citizenship award, first sleep-over at a friend's house, finishing the backyard landscaping, and getting rid of the bottle. I am particularly pleased to note the last entry because this refers to the 2-year old who did not have a baby book. Now the events in her life are being recorded by her sisters, and they seem to be a lot more reliable than mom was.

****

SAYING NO TO OTHERS

Having friends is important. Responding to others with understanding and consideration is important. But we have not lost sight of the individual in our goals for social skills. When we encourage children to relate positively to others, we must also help children learn that this doesn't mean always pleasing others or always doing what others want.

Children need to explore and decide what they will not do with friends--where they will resist and say no. Parents can assist with this discovery process by:

1. Sharing their own personal experiences where saying no was necessary.
2. Discussing similar situations that occur in the child's own world.
3. Making up stories or dilemmas which encourage the child to think of ways he would handle the decision to say no to friends or peers.
4. Asking a child to discuss what he thinks the consequences of saying no would be in a particular situation. What things might happen that he would not like? What things might happen that he would like?

****

THE WHOLE PICTURE

I don't have the whole picture yet on raising my children, but I'm working on it--gathering information, filing away suggestions, thinking over ideas. When I have it all put together, I'll start (probably on Monday, since that's when programs seem to start in my world).

For now, while I'm waiting for the whole picture to be developed, my children are growing up whether I'm ready or not. Do I wait until I'm a perfect listener, or do I start listending right now? Do I wait until I've read one more article on how to talk with children about feelings, or do we start talking today? Do I wait for that elusive "right" time, or do I grab the next chance that comes along?

The answer to these questions? For me, it is to move from thinking about doing to doing. What about you?

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An ESEA Title IV-C Developmental/Innovative Project

In Project C.L.A.S.S., students are encouraged to interact positively with classmates. One lesson which helps meet this objective is called "Secret Pals."

After drawing the name of a Secret Pal, each student tries to do a number of helpful, sharing, positive things anonymously for that child during the week. At the end of the week, each child tries to guess who his/her secret pal was. The activity is discussed, and children are asked if children in their class were more helpful during the week.

OPTIONAL AT HOME ACTIVITY

If your family is large enough to have at least four members participating, "Secret Pals" can be done at home. Put the four names in a hat, asking each person to draw a name other than his own. The name drawn is their Secret Pal and they are to do helpful, sharing, positive things for that person. If possible, these things are to be done without the other person's knowledge. Decide upon the period of time that you are going to do this, such as a day, a few days, or a week. At the end of the specified period of time, discuss the activity. Each person tries to guess who his Secret Pal was. How did it feel to have a Secret Pal in the family? How did it feel to be a Secret Pal to someone?

If your family is not large enough to have four members participating, "Secret Pals" can be modified. One person is chosen who is a Secret Pal to all family members. He/she will do helpful, sharing, positive things for everyone while trying to keep his/her identity a secret. Put slips of folded paper in a hat. Each slip has the word NO written on it, except for one which is YES. The person who draws the YES is the Secret Pal and must not tell anyone. At the end of your specified period of time, discuss the activity. Try and guess who the Secret Pal was by describing nice things that were done by family members. Ask the person who was the Secret Pal to reveal his/her identity.

OPTION TWO

PARENT DISCUSSION GROUP

The Discussion Group is an option available to districts who wish to assist parents in pursuing additional knowledge and understanding of the interpersonal development of children. Through interaction with group leaders, other participants and Project materials, parents will be able to explore ways to promote the development of social skills, communication skills and cooperative skills in children.

Included in the Project C.L.A.S.S. Parent Component are materials for the group leader or facilitator(s). The materials include suggestions for conducting the discussions, time allotments for topics and activities, and masters for worksheets and parent handouts.

OVERVIEW OF THE PARENT DISCUSSION GROUP

The suggested outline provides for four sessions, with each session approximately two hours in length. There is no specification for a recommended number of discussion group members, but our experience has indicated that a group of from twenty to twenty-five is most successful.

A staff member such as a teacher, resource specialist, counselor or psychologist may be selected to lead the discussion group. Another effective arrangement would be for two or more faculty members to lead the four-week course as a team of facilitators.

ADVANTAGES OF THE PARENT DISCUSSION GROUP METHOD

A. By providing parents with the opportunity to share their ideas, parents will come to understand the similarities and differences that naturally occur in a child's social development. This understanding will help parents to explore and adapt the expectations they have for their children and for themselves, as parents.

B. More alternatives for responding to a child's potential and a child's needs will be available to parents. Some alternatives will prove successful; others will not be effective for a particular parent. What is important is that parents will be provided with various ideas to try.

C. The Discussion Group format encourages parents to set goals, try out different ideas to reach goals, and evaluate the results of their efforts at subsequent sessions. It does not pressure parents to change. Encouragement and guidance for change are structured into each session's activities and the course materials.

BASIC PRINCIPLES OF THE PROJECT C.L.A.S.S. PARENT DISCUSSION GROUP

A. There should be a balance between the exchange of ideas by group members and the introduction of ideas from outside materials or from discussion group leaders. In each session, the leader is given concepts and materials to introduce to the participants. Also, in each session, the participants are placed in activities which encourage them to initiate topics and share their own experiences.

B. There should be a balance between discussion of ideas and group activities which help parents to relate these ideas to their own experiences.

C. Guided group discussion and structured participation in activities are the focus of the discussion group. The sessions are not group counseling experiences or group therapy times. While members are encouraged to share their ideas and experiences, it would not be appropriate for members to spend group time exploring and resolving particular personal problems. This objective is achieved by the leadership provided by the facilitator. If a parent is dwelling on a specific problem, try to generalize a theme from the problem and direct the discussion back to the whole group.

D. Each parent will have his/her own parenting style, and these individual approaches should not be challenged by an implied assumption that there is a "right" way to do something or that there is a "best" way to do something. Parents are encouraged to consider and try new ideas, but group leaders must acknowledge that, ultimately, parents will continue only with those new behaviors that are comfortable and effective for them.

E. Participation in a four week discussion group will not solve everyone's problems as a parent. Leaders and parents need to discuss reasonable expectations for the sessions.

F. Parents have needs for self-esteem. The discussion group should help parents feel more confident about their abilities to help their children develop socially. By creating a positive and supportive environment, which focuses on parents' strengths, this objective can be met.

G. The goal of Project C.L.A.S.S. is to enable teachers to improve classroom social climate. The goal of improving social climate applies to any group situation. This goal should be honored in our parent discussion group. Leaders should create a climate where positive interactions between course members are encouraged, where equitable participation in small group communications and large group communications is fostered, and where parents recognize and appreciate the contributions each member makes to the group.

INTRODUCING THE PARENT DISCUSSION GROUP

A. Introduce the proposal to the administrators and staff involved in Project C.L.A.S.S. This can be done at a conference or through correspondence. If you elect the latter, a sample letter follows. It is important that you revise this letter so that it meets the unique requirements of your school/district.

B. Send an introductory "flyer" home to all parents who will be invited to participate in the parent discussion group. A sample "flyer" is included on the following page.

C. To increase interest in the Discussion Group, try the following ideas:

1. Meet with staff involved in psychological services, bringing the outline of the course to their attention. They may know of parents who would be particularly interested in attending this group.
2. Many schools have parent-teacher group conferences at the beginning of the school year at which teachers describe the objectives of the classroom and the activities and materials used to achieve these objectives. A Project C.L.A.S.S. teacher would be describing this program at that group conference. Reference to the parent discussion group could be made at that time. Interested parents could sign a list. Calls would be made when the schedule for the discussion group has been set. Remind parents that an expression of interest at this time does not mean a firm commitment to participate in the group. They will be called, however, to be given further information on the dates and time for the sessions.
3. Prior to teacher-parent conferences, remind teachers that the Project C.L.A.S.S. Parent Discussion Group is available for parents who express a concern about their child's social development.
4. Include a paragraph about the discussion group in newsletters that the principal or parent-teacher group sends home.

PROJECT C.L.A.S.S.

Classroom Learning to Attain Social Skills

Are friends that important to children?

Why does one child like another?

What does a child need to learn about feelings?

How do I get my child to listen to me?

How can children's books help me cope with difficult situations?

YOU ARE INVITED
TO PARTICIPATE IN A
PROJECT C.L.A.S.S.
PARENT DISCUSSION GROUP*

Sample

- an opportunity for parents to share ideas, discuss alternatives and learn new techniques--to promote the development of social skills, communication skills and cooperative skills for children
- four two-hour sessions led by classroom teachers and Project C.L.A.S.S. Specialists

DATES

TUESDAY, FEB. 2
TUESDAY, FEB. 9
TUESDAY, FEB. 16
TUESDAY, FEB. 23

TIME: 7:00 - 9:00 P.M.

LOCATION

RALPH DUNLAP SCHOOL
1220 OAK KNOLL ROAD
Room K-2

For further information, call the Project C.L.A.S.S. office -- 937-1623

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills
P. O. Box 2310 Orcutt, California 93455 (805) 937-1623

Sample

January 26, 1982

TO: Project C.L.A.S.S. Principals and Teachers

FROM: Sandra Eyler and Carol Hoagland
Project Specialists

Project C.L.A.S.S. consists of three major components: Staff Development, Classroom Activities and Parent Involvement. We are pleased with both the progress and outcome of the first two aspects of the Project. Teacher input at inservice sessions indicates that most lessons are beneficial and our preliminary analysis shows that the project does indeed have a positive effect on the social climate of the classroom.

The third component--Parent Involvement--is offered on two levels. Monthly parent newsletters are designed to channel communication about Project C.L.A.S.S. and topics in childhood social development to parents. These newsletters are sent to all parents of children in Project classrooms. Also available is an optional parent discussion group. This group provides a structured course in which parents share ideas and come to understand the similarities and differences that naturally occur in a child's social development. This understanding will help parents explore and adapt the expectations they have for their children and for themselves, as parents.

The agenda and materials for this eight-hour parent discussion group have been developed by Joan Coburn, former elementary counselor in the Orcutt Union School District. Four two-hour sessions will be held in the school sites listed on the attached flyer and will be led by a Project Specialist and classroom teacher. All project parents will be invited to attend. Your encouragement and positive support of this component will be greatly appreciated. If you have any questions or comments from interested parents, please call our office.

SESSION ONE

TOPIC	SUGGESTED TIME ALLOTMENT
1. Background of school involvement in Project C.L.A.S.S.	1/4 hour
Description and objectives of Project C.L.A.S.S.	
2. Description of the Parent Discussion Group	1/4 hour
Overview of four sessions	
3. Activity to introduce group members	1/2 hour
4. Friendship	
A. Small group interations--Factors of Friendship	3/4 hour
B. Large group discussion	
5. Description of at-home follow-up activity	1/4 hour

SESSION ONE

EXPANDED OUTLINE

FACILITATOR NOTES

1. DISCUSS THE BACKGROUND AND INVOLVEMENT OF YOUR SCHOOL WITH PROJECT C.L.A.S.S.

How did your school become involved?

Which classrooms?

Local needs?

DESCRIPTION AND OBJECTIVES OF PROJECT C.L.A.S.S.

Objectives of the project are to improve the social climate within a classroom setting by encouraging positive growth in three important areas:

Friendship	encouraging students to initiate and develop friendships with their classmates and to interact positively with classmates.
Communication	increasing students' abilities to listen positively and to participate in clear, classroom communications.
Cooperation	improving students' abilities to work together for a common purpose and to appreciate the contributions each member may make to a group.

PROJECT COMPONENTS

Learning Materials	Learners participate in weekly lessons and activities which are designed to provide practice in the areas of cooperation, communication and friendship skills. Through regular involvement, learners experience situations focused on development of those skills basic to positive social interactions. These lessons and activities are outlined in a Teacher Handbook.

Staff Development	This component includes inservice to teachers in group processes theory. This theory is translated into practical strategies and activities within the classroom. Teachers use sequenced lessons on a weekly schedule. They also choose from recommended strategies to reinforce project goals throughout the school day.
Parent Component	Parent Newsletters are sent home monthly by each classroom teacher. The parent discussion group is a four-week course for parents wanting more in-depth participation in achieving the project's objectives for parents.

2. DESCRIPTION OF THE PARENT DISCUSSION GROUP

A. Goals of parent involvement are to help parents:

- develop an awareness and an understanding of the goals and activities of Project C.L.A.S.S.
- develop an awareness and an understanding of what they can do at home to support and reinforce the objectives of the project.
- develop a better understanding of the social growth of their children within the context of normal growth and development.
- develop a better understanding of the parental behaviors and attitudes which promote social skills, communication skills and cooperative skills in children.
- develop an increased ability to assist their children to reach goals, make decisions and resolve problems in the areas of interpersonal relations.
- gain in their feelings of self-confidence regarding their abilities to enhance their child's social development.

B. Overview of Four Sessions

Session One -	Project C.L.A.S.S. objectives and description Introductions Friendship Skills

Session Two -	Getting Better Acquainted Friendship Skills and Strategies Children's Feelings
Session Three -	Communication Effective Listening Skills Using Children's Literature to promote social skills

Session Four -	Cooperation
	    Games
	    Strategies
	Being Positive with Children

3. ACTIVITY TO INTRODUCE GROUP MEMBERS

   A. Use the following activity to help parents introduce themselves, share things about themselves, and interact positively with others.

      1. Each person is given a worksheet (master follows) of "Data Dectectives."
      2. Ask each individual to circle the activities they like to do. The last box is to be used to add an activity if it is not listed.
      3. Then, group participants are to mill around the room, asking each person to sign his/her name in the boxes that indicate their interests. A person can sign more than one box. There can be several names in each box.
      4. After 15 minutes, ask members to return to their seats. Ask each person to introduce him/herself by saying his/her name and then telling of one thing they like to do. They are to also name the people that indicated they shared that interest too. As they read these names, have the people raise their hand. This will help to learn the names of the group members. For example: the first person says, "I am Sally and I like to read. I discovered that Ted, Mary, Janice, Anita, and Bill also like to read."
      5. Review the "Debriefing" section of the Teacher's Handbook to select a question that would help parents talk about their experience with this introductory activity.
      6. Relate this introductory activity to Project C.L.A.S.S. lessons that the children have done. For example: "Pick-a-Pet" and "Birthday Detectives" are two similar lessons. If possible, have samples of the children's work from these lessons to share with the parents.

4. FRIENDSHIP - INTRODUCTION

   A. Review the section on Propinquity (pages 2 and 3 of the Teacher's Handbook. Discuss this principle and relate it to the previously described activity (Data Detectives) and its objective of encouraging participants to engage in positive interactions.

Tell the members that they will now be involved in a small group activity to think of other factors that influence the development of friendships.

1. Divide the members into small groups of 4-5 people each, using a random method such as drawing popsicle sticks. Decide on how many groups will be formed. Number the sticks with 1's, 2's, 3's, etc. Pass the sticks out, explaining that the 1's will form a group, the 2's will form a group, etc. Explain the reason this is being done, referring to pages 6 and 7 of the Teacher's Handbook.
2. Once the groups have been formed, pass out the worksheet, "Children like other children who....."
3. Ask participants to individually list 3 reasons why one child would like another child.
4. After this has been done, explain that this procedure of having people make an individual response before the group discusses the topic is also a Project technique. This process encourages people to share in a group.
5. Ask each group member to now share his/her list with the other people in the small group. Have each group develop a group list of five reasons why children like each other. Write these reasons at the bottom of the worksheet.
6. Select a group spokesperson.

B. Discussion of the activity in a large group setting.

1. Have one representative from each group share the list developed by the small group.
2. Write down the comments on chart paper.
3. If an idea is repeated, make a check by it.
4. Add ideas to the list if they occur to members at this point. We have included a list of comments that parents have made in our groups. Use this list to add ideas to the ones suggested by the parents in your group.

a. Children like other children who:

- *are friendly, nice and happy, say nice things, do nice things for them, look pleasant and smile.*
- *share things, take turns, are fair, and are not bossy.*
- *live by them, play with them, enjoy the same things, belong to the same group. invite them to go places.*
- *don't tease them, don't leave them out, can keep secrets and promises, don't pick fights, help them when they need help, and come up with good ideas.*
- *listen when they talk.*

5. Explain to parents that this list will be used for Session Two when we discuss strategies to help children develop specific friendship skills.

5. DESCRIPTION OF AT-HOME FOLLOW-UP ACTIVITY

A. Pass out the materials for "Friendship Road."

B. Review the game rules and answer questions to explain the procedures.

C. The blank cards can be used to add situations that the parent would like to present. These situations can come from real-life interactions in the child's world. This would give the parent an objective opportunity to discuss something that may be a problem or concern to the parent or child.

D. If the parent wants to play the game with more than one child, the parent can let the children be the players, and the parent can read the cards.

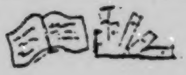
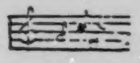
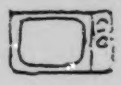
PROJECT C.L.A.S.S.

Parent Discussion Group

Data Detectives

DIRECTIONS:

Below are some favorite activities. Circle those you enjoy. Use the last box to name something you like to do if it is not listed. Ask everyone present to sign their name in at least one appropriate box. There can be several names in each box.

JOGGING	TENNIS	 BOOKS/READING
SEWING	 MUSIC	 T.V.
CAMPING	SWIMMING	???? YOUR THING ____________________

PROJECT C.L.A.S.S.

Parent Discussion Group Worksheet

COMPLETE THE FOLLOWING SENTENCE:

Children like other children . . .

(Individual response)

1. ____________________

2. ____________________

3. ____________________

* *

(Group response)

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

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TITLE: FRIENDSHIP ROAD -- a Center Activity

GOALS:

1. To encourage students to develop skills needed for healthy interpersonal relationships.
2. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: Landing on a starred square entitles the player to draw a card describing actions that promote friendship or harm friendship. The effect of the actions is demonstrated by forward movement towards the other player with a positive card and movement away from the other player resulting from a negative card.

MATERIALS: Game board, die or spinner, story cards

PREPARATION: Duplicate game board, mount on manila folder, color and laminate. Duplicate story cards, mount, and laminate.

GAME RULES: FRIENDSHIP ROAD

For two players

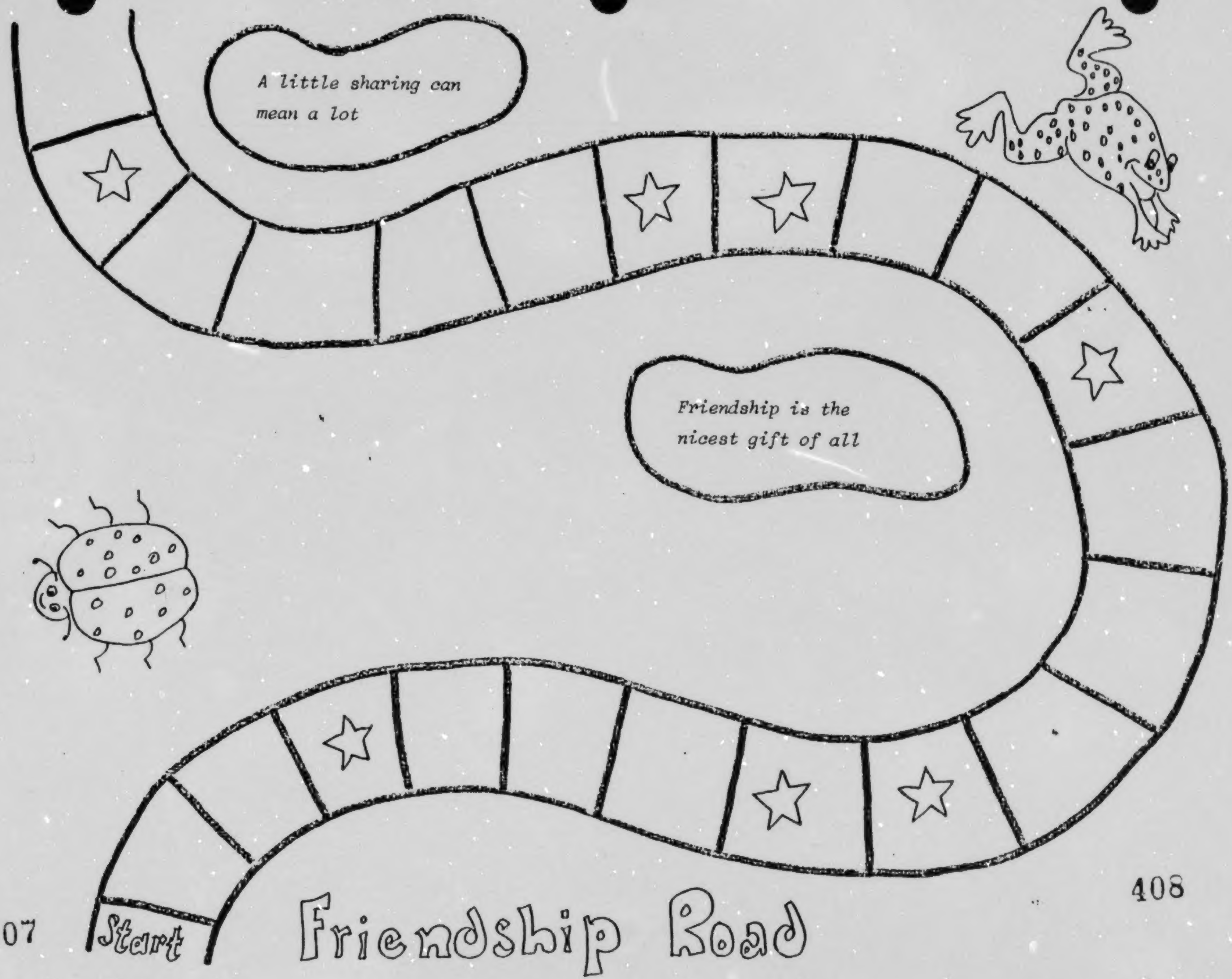
Object of the game: when the two players meet on the game board.

Preparation: Shuffle the cards and place face down. Each player selects a child and places it on the word START. Use either dice or a spinner.

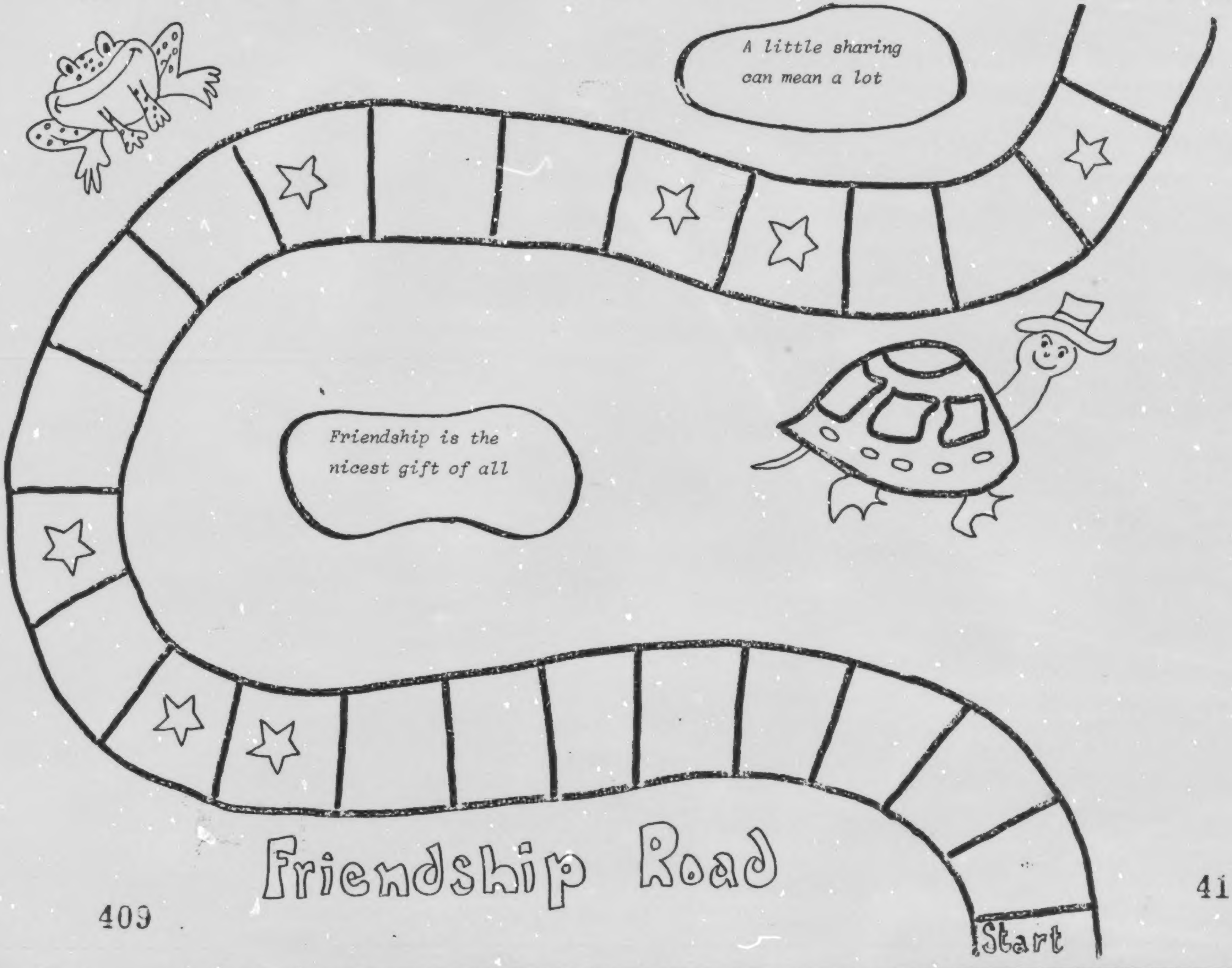
Play: On a turn, each player spins a number or rolls dice and moves forward that number of spaces. If the child lands on a space with a STAR, the player must draw a card. The player (the teacher or aide) reads the card. The cards tell about two friends and the things that happened between them. If what happened is nice, the child moves TOWARD the other child. If what happened was not nice, the child is told to move BACKWARDS.

The two children win when they come together by a spin that causes them to land on the same space or cross.

(Teacher can choose the cards he/she feels are most appropriate. Blank cards are included in each deck so the teacher can add interactions which might be helpful to a particular class.)


A little sharing can mean a lot
Friendship is the nicest gift of all
Start

Friendship Road


A little sharing can mean a lot
Friendship is the nicest gift of all
Start

Friendship Road

Christy told Misty a secret. Misty told the secret to another person even though she had promised not to tell.

MOVE 4 spaces backward.

Christy and Jennifer got together, and every time Misty came near them they started laughing and ran away.

MOVE 5 spaces backward.

Misty always begs for food from Christy, and Christy is getting tired of it.

MOVE 3 spaces backward.

Christy fell down at school and hurt her knee. Misty helped her to the nurse.

MOVE 3 spaces forward.

On a birthday card, Misty wrote to Christy that she really liked her a lot and she was glad that they were friends.

MOVE 5 spaces forward.

Misty and Christy had a fight. They couldn't even remember who started it, but Misty didn't want to lose her friend so she said she was sorry.

MOVE 4 spaces forward.

Misty lost her pencil and Christy had an extra one so she let Misty use it.

MOVE 3 spaces forward

Misty broke her red crayon. Christy let Misty use her red crayon.

MOVE 3 spaces forward.

Misty told Christy that she would call her on the telephone after school to see if they could play together at her house.

MOVE 3 spaces forward.

Whenever they play games, Misty gets mad if she doesn't win. It wrecks the whole game. Christy doesn't like to play games with her when she acts that way.

MOVE 5 spaces backward.

Misty drew a picture and gave it to Christy. It said, "To my friend. I like you."

MOVE 5 spaces forward.

Misty had cookies for her snack. Christy forgot a snack, so Misty shared a cookie with her.

MOVE 3 spaces forward.

Misty played over at Christy's house after school and they had fun together.

MOVE 4 spaces forward.

Misty had a stomach ache and started crying. Christy was very kind and helped her go to the nurse.

MOVE 4 spaces forward.

Christy gets mad at Misty if Misty doesn't want to play what she wants to play.

MOVE 5 spaces backward.

Misty and Christy were playing a game. Misty was losing and was mad. She wouldn't play anymore.

MOVE 4 spaces backward

At school today, Robby kept bugging Bobby and Bobby couldn't get his work done.

MOVE 4 spaces backward.

Robby got in front of Bobby in the lunch line and Bobby pushed him down on the ground.

MOVE 5 spaces backward.

Robby told Bobby that he thought Stacy was cute. Bobby told everyone in the lunch line that Robby wanted Stacy to be his girlfriend.

MOVE 5 spaces backward.

Bobby got so mad at Robby today that he tore up one of Robby's "Star Wars" cards.

MOVE 5 spaces backward.

Robby brought a football to school and he let Bobby play with him the whole recess.

MOVE 4 spaces forward.

When Robby was sick, Bobby went over to see him.

MOVE 5 spaces forward.

Robby was late to school because he had a doctor's appointment. Robby helped him make up his work.

MOVE 5 spaces forward.

Robby went over to Bobby's house after school today to play football.

MOVE 4 spaces forward.

Somebody called Robby a chicken. Bobby stood by his friend and helped him not get into a fight.

MOVE 5 spaces forward.

Tommy Smith has a lot of friends in the class. Today for some reason, he started picking on Robby. Bobby went along with it because he didn't want Tommy Smith to be his enemy.

MOVE 5 spaces backward.

Robby got very mad because Bobby wanted to play with Donald.

MOVE 5 spaces backward.

Robby wouldn't get off the swing and give Bobby a turn.

MOVE 3 spaces backward.

Robby kept talking to Bobby in class today. Both of the boys got in trouble.

MOVE 4 spaces backward

SESSION TWO

TOPIC	SUGGESTED TIME ALLOTMENT
1. Review of At-Home Activity from previous week	1/4 hour
2. Parent Activity: "Getting To Know You Better"	1/4 hour
3. An analogy to clarify and summarize the role that parents may play in their child's development of friendship skills. Relating these strategies to the list developed the first week.	1/2 hour
4. Project C.L.A.S.S. Lessons that encourage students to develop skills needed for healthy interpersonal relationships.	1/4 hour
5. Striking a balance/putting things into perspective	1/4 hour
6. The feeling part: the parents role in helping children learn about feelings.	1/2 hour

SESSION TWO

EXPANDED OUTLINE

FACILITATOR NOTES

1. REVIEW OF AT-HOME ACTIVITY FROM PREVIOUS WEEK

   A. Ask parents who were able to play "Friendship Road" with their child to share their experiences. How did the activity work? What did they like best about this parent-child interaction? Are there any suggestions for improving the game?

2. PARENT ACTIVITY - "GETTING TO KNOW YOU BETTER"

   A. Pass out a "Getting To Know You Better" worksheet to each person.

   B. Ask participants to complete the open-ended sentences. They are not to write their names on the papers. Explain that their answers may be read to the whole group.

   C. Collect the papers and put them in a bag or box. Draw a paper out and give one to each person. If someone receives the paper he filled out, draw another one.

   D. Ask the group members to mill around until each one finds the person who completed the paper he is holding. Have that person sign the paper.

   E. When everyone has found his/her person, bring the group back to their seats. Have each person introduce the person he found by sharing one thing about the person from the worksheet.

   F. Discuss the objectives of this activity and relate it to a Project C.L.A.S.S. lesson that the children do.

3. AN ANALOGY TO CLARIFY AND SUMMARIZE THE ROLE THAT PARENTS MAY PLAY IN THEIR CHILD'S DEVELOPMENT OF FRIENDSHIP SKILLS

   A. Ask parents to brainstorm the many things they have done to assist their child with learning how to read. You may want to go over the "rules for brainstroming." Write the ideas on chart paper. Add some ideas to the list if necessary. (*"Some ideas from other parent groups have been......"*)

a. Taking my child to the library
b. Task analysis
c. Practice/repetition -- making sure there are many chances to read
d. Reading to them
e. Buying books for them
f. Listening to my child read
g. Showing my child that reading is important in the family
h. Praising my child for accomplishment
i. Showing an interest in my child's progress
j. Encouraging my child to read in a variety of situations such as while shopping, traveling, etc.
k. Playing reading games in the car
l. Modeling reading behavior/pointing out models of reading behavior
m. Helping my child if a reading problem develops

B. Ask parents if they would forego these parental assists and leave reading skills to chance development. Some people theorize that children will read much as they learn to walk and talk and do not need formalized instruction.

C. Draw the analogy that learning how to make friends is a skill also, and it develops in much the same way as reading skills develop.

D. Using the parents' responses listed on the chart paper, point out strategies that the parents are using that would also relate to the development of social skills. For example: making sure there are many chances to read--making sure the child has many interactions with other children.

RELATING THESE STRATEGIES TO THE LIST DEVELOPED THE FIRST WEEK

A. Once these strategies have been identified, use the list developed in Session One: "Children like other children who........," and think of ways that parents could encourage the development of specific behaviors such as sharing, turn-taking, courtesy, fairness, etc.

4. PROJECT C.L.A.S.S. LESSONS THAT ENCOURAGE STUDENTS TO DEVELOP SKILLS NEEDED FOR HEALTHY INTERPERSONAL RELATIONSHIPS.

   A. Select several lessons from the Handbook. Review the objectives of the lessons and the activities to meet these objectives. If appropriate, share examples of the children's work or anecdotes of the children's responses to these lessons.

5. STRIKING A BALANCE/PUTTING THINGS INTO PERSPECTIVE

   Discuss the following statements, asking parents for their reactions. (Each point is also discussed in more detail in an issue of the Parent Newsletter.)

   A. Although we focus on friendship, we don't expect or want that every child need be very popular and have many friends. Many children are happy with one friend or a few friends.

   B. Although we focus on children being with other children, we don't expect children to always be interacting with others. Times alone are important and necessary at all stages of growing up. There should be a healthy balance in a child's activities between playing with others and times spent with self.

   C. Although we focus on children liking other children, we don't expect that a child should like everyone in his/her class equally. Our goal is that children will develop courteous and cordial relationships with their classmates. We feel that this positive social climate is important for attainment of the academic objectives of a classroom.

   D. Use the following activity to help parents verbalize their thoughts and feelings regarding their own self-expectations as-parents.

      1. Copy the following continuum onto chart paper. Fold it so that only one characteristic is revealed at a time, starting at the top.

      2. Explain to parents that this exercise is to help them rate themselves on how well they are doing as parents.

      3. Reveal each dimension.

d. Now explain that the purpose of this activity is NOT to have parents rate themselves. We wanted to bring up the topic of what kind of expectations for excellence we each have for ourselves as parents. Discuss how seldom people view themselves as perfect, expert, saying the right thing, etc. On the other hand, we need not view ourselves as always ignorant, imperfect, or saying the wrong things, either. We do have strengths, and it is more helpful to focus on what we CAN do and what we have done correctly than it is to worry about mistakes that may have been made.

(NOTE TO FACILITATOR) *When you explain the purpose--if you are a parent--use yourself as an example by saying that you are not the expert, you are not perfect, you don't always say the right thing, you don't always know the answer, you haven't tried everything you have read or heard, you are not always up, and frankly, sometimes you are not even "in."*

CONTINUUM FOR "STRIKING A BALANCE. . . "

EXPERT . . . . IGNORANT

PERFECT. . . . . IMPERFECT

SAYS THE RIGHT THING . . . . SAYS THE WRONG THING

KNOWS THE ANSWERS. . . . . DOESN'T EVEN KNOW THE QUESTIONS

RUNS HOME TO USE THE SUGGESTIONS OFFERED IN THIS DISCUSSION GROUP . . . . WHAT SUGGESTIONS?

UP . . . . DOWN

IN . . . . OUT

6. THE FEELING PART: THE PARENT'S ROLE IN HELPING CHILDREN LEARN ABOUT FEELINGS.

   A. Using the following masters, assemble a booklet for each group participant.

   B. In small groups, ask parents to read through the booklet, pages 1-5. Invite them to react to the statements and add any strategies or situations which would facilitate teaching their children about feelings.

C. Ask a spokesperson from each group to summarize the group's reaction to the booklet.

D. Explain the parent and child activities and ask parents to do them with their children in the next week.

PROJECT C.L.A.S.S.
PARENT DISCUSSION GROUP WORKSHEET

"GETTING TO KNOW YOU BETTER"

Do not write your name on this paper.

Individually, answer each question below. These statements will be read aloud and shared with the group.

1. I'm glad I can ____

____

2. What I like best about my family is ____________________

____

3. One thing I am interested in is ______________________

____

4. I wish I knew how to ___________________________________

____

5. One hope I have for the future is _____________________

____

THE FEELING PART

A Booklet on
The Parent's Role in Helping Children
Learn About Feelings

DEVELOPING VOCABULARY

You can help your child develop a "feelings" vocabulary by using unfinished sentences. Ask each person in the family to complete the sentence,

I feel ______________ when

using the following words in the blank. Each person should have a turn without being interrupted.

- cheerful
- friendly
- proud
- silly
- excited
- helpful
- stupid
- cooperative
- hopeful
- important
- lucky
- special
- thankful
- angry
- frightened
- worried
- disappointed
- sorry

Now each of you is to write your name on the lines below. Then answer these questions:

How can people tell when you are happy?

How can people tell when you are sad?

How can people tell when you are mad?

Name ______________________________

is happy __________________________

is sad ____________________________

is mad ____________________________

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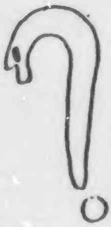
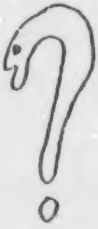
Name ______________________________

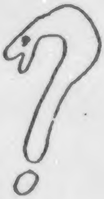
is happy __________________________

is sad ____________________________

is mad ____________________________







Feelings are an important aspect of a child's life. They play a part in what a child thinks, says and does. They also play a part in relationships. Oftentimes, the success of a relationship depends on being able to understand and express one's feelings in the relationship and being able to understand and accept the feelings of the other person.

Being born a feeling person doesn't mean that you are born with the skills to effectively deal with your feelings and the feelings of others. A child must learn many things about feelings as he grows and develops. A parent can provide much guidance and assistance in this learning process.

What does a child need to learn about feelings?

A CHILD NEEDS TO LEARN THAT

....all people have feelings.

....some feelings are pleasant and some are unpleasant, and sometimes they are mixed.

....it is all right to have feelings. It is all right to feel happy, sad, silly, frustrated, bored, angry, jealous, scared, etc.

....there are many ways to express a feeling. People frequently express their feelings in different ways.

....it is important to be aware of one's own feelings.

....it is important to learn acceptable ways of showing one's feelings.

....it is important to recognize other people's feelings.

....it is important to understand that feelings affect what you do, or what you say, or what you think.

....it is important to understand that situations produce various feelings in other people.

....it is important to understand what situations produce which feelings in each of us.

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PARENT

1. Name ______________________________

is happy ____________________________

is sad ______________________________

is mad ______________________________

2. Name ______________________________

is happy ____________________________

is sad ______________________________

is mad ______________________________

CHILD

1. Name ______________________________

is happy ____________________________

is sad ______________________________

is mad ______________________________

2. Name ______________________________

is happy ____________________________

is sad ______________________________

is mad ______________________________

A PARENT AND CHILD ACTIVITY

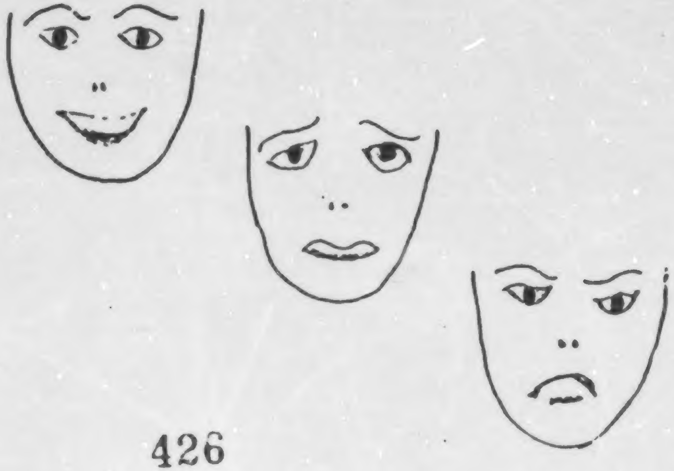
Both parent and child are to think of someone in their life. It can be someone in the family, someone at school, a friend, etc. Each person can choose one or two people. Write their names on the lines. For each of the names you write, answer the following questions:

How can you tell when . . .

that person is happy?

that person is sad?

that person is mad?



AS A PARENT YOU CAN HELP YOUR CHILD IN THIS LEARNING PROCESS.

....Talk about your own feelings. Be willing to share some of your feelings. Describe what happened to make you feel a certain way.

Too often, we share our feelings only when they relate to something positive or negative the child has done. Be willing to share your feelings about situations and people that have nothing to do with your child.

....Ask your child about his feelings with questions such as:

"How do you feel today?"
"How do you feel about that?"
"How did she make you feel when she said that?"
"Have you ever felt that way?"
"You seem to be feeling tired today. Am I right?"

....Help your child to develop a vocabulary of feeling words. Use a variety of feeling words yourself and explain what they mean if your child looks puzzled. When your child is discussing his feelings, restate what he has said using different feelings words.

....Introduce the concept of mixed feelings to your child. Explain how you have mixed feelings in some situations. Help your child identify a situation in his words that evoke mixed feelings to him.

....Reassure your child that having feelings is okay. Don't assume your child may know this. Some feelings are frightening for a child. You will have to take special care to point out that strong feelings are all right, and that you will be there to help your child learn to deal with his feelings.

....Model for your child how to express various feelings and what you do about various feelings.

"I was so mad at the mechanic for not fixing my car that I called the garage manager and told him about the situation."

pg-2

"I was feeling bored so I decided to start a project. I am going to take a class at the adult school and make something."

" I was so aggravated at your Dad for leaving the car keys in his pocket. I couldn't get to work. Finally, I decided I needed to go for a long walk."

....Help your child think of alternative ways to express a feeling.

"You were feeling angry and you pushed your brother. What else could you have done?"

"Your friends wouldn't play with you, and you were feeling left out. What could you do about this? What other ideas do you have?"

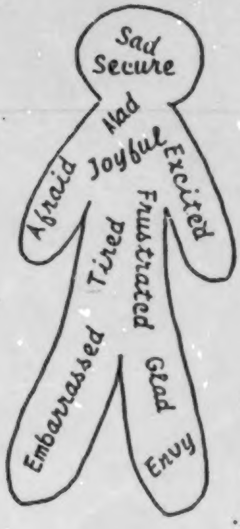
....Help your child to become more aware of other people's feelings.

"What was your brother feeling when you took his toy? How could you tell?"

"What do you think I am feeling right now? What makes you think that?"

....Help your child to see the relationship between feelings and behavior.

"What was your friend feeling when the other children started teasing her? What did she do? Has this ever happened to you? How would you feel if you were in that situation? What do you think you would do?


Sad
Secure
Mad
Joyful
Afraid
Excited
Frustrated
Tired
Embarrassed
Glad
Envy

SESSION THREE

TOPIC	SUGGESTED TIME ALLOTMENT
1. Review at-home activity from Session Two	1/4 hour
2. Communication: Introductory Activity - Spider Web	1/4 hour
3. Developing effective listening skills	1/2 hour
4. Using Children's Literature to attain friendship skills, communication skills and cooperative skills	1/2 hour

At-Home Activity:
Take a Book Home to Read

SESSION THREE

EXPANDED OUTLINE

FACILITATOR NOTES

1. REVIEW AT-HOME ACTIVITY FROM SESSION TWO

   A. Ask if anyone did the activity from Session Two (Booklet on Feelings) at home this past week.

   B. Select several debriefing questions from the Project C.L.A.S.S. Teacher's Handbook to discuss the parents' thoughts and feelings about this experience.

2. COMMUNICATION: INTRODUCTORY ACTIVITY - "SPIDER WEB"

   A. As an introduction to the topic of communication, the communication objectives of Project C.L.A.S.S., and the communication lessons, engage participants in a version of the lesson, "Spider Web."

   B. Review the lesson in the Teacher's Handbook (page100). Divide the participants into groups of approximately 10-15 per group. Have a ball of yarn for each group. Ask the groups to sit in a large circle.

   C. Explain the procedure: the person holding the ball of yarn may speak. Only this person may speak. When he/she finishes, the yarn is looped around one wrist and then the ball is tossed to another person to speak.

   D. The sequence is repeated until everyone has had a turn to talk.

   E. Give the group an open-ended sentence to complete, such as:

      On Saturdays, I would most like to _________.

      This is the content of the discussion for the first phase of "Spider Web," giving each person a turn to complete the sentence.

F. Then reverse the procedure with a new sentence. The yarn will be rolled back into a ball as each person calls on the person who had tossed the ball to him/her. For this phase, give the group another open-ended sentence to complete, such as:

> Before I had a child (children) I used to think ____________________.

G. Discuss the objectives of the lesson "Spider Web." Describe other communication lessons which meet the same objectives, such as "Classroom Mouth."

3. DEVELOPING EFFECTIVE LISTENING SKILLS

A. Communication Filmstrips (If they are available to you, show the following filmstrips:)

   a. "How to Listen to Your Child"

   b. "How to Get Your Child to Listen to You"

(NOTE TO FACILITATOR) *Communication Filmstrips and Booklets are available by ordering from American Education Week, P. O. Box 327, Hyattsville, Maryland 20781 The booklet is available in packages of 30 for $2.00, Stock No. 051-02168; filmstrip, How to Listen to Your Child and How to Get Your Child to Listen to You, in two parts, Stock No. 058-02178. Price is $15.00 includes narration.*

B. Pass out the booklet that accompanies the filmstrip, giving a copy to each parent.

   a. Review the section "How to Listen to Your Child," briefly defining and discussing each section.

C. Divide your class into groups of 4-5 members each, using popsicle sticks or some other method of random grouping.

D. Give each person a copy of the worksheet: "How to Listen to My Child-What's Important to Me Now."

(Master included)

   a. Ask each person to individually mark the four items on his/her worksheet that are most important to him/her as a parent at this time. If there is confusion as to what the items refer to, the booklet can be used as a reference. Each person is to place checks next to the FOUR items that are most important to him/her at this time. These checks go in the column "Individual Tally."

b. Then each group is to have a small group discussion in which they talk about the individual choices. The small group tally is obtained by adding up the number of people in the group that placed a check on each item.

E. For the whole group discussion, ask each small group to give you the small group tallies. Add these up to form the total group tally.

(NOTE TO FACILITATOR) *If you do not have the filmstrip and booklets available to you, read the following sections. They reproduce the content from the booklet section "How to Listen to Your Child." Use the masters to duplicate this material for your group.*

F. Alternate procedure if filmstrips and booklets are not available.

a. Introduce the concepts by writing the subsection titles on the board and discussing each of these as your group reads the material from the booklet that you have given them.

b. Once these ideas have been presented, follow the procedure outlined in Section D above.

4. USING CHILDREN'S LITERATURE TO ATTAIN FRIENDSHIP SKILLS, COMMUNICATION SKILLS AND COOPERATIVE SKILLS

A. Introduce the concept and procedures of Bibliotherapy to parents.

a. Bibliotherapy can be defined as "the process of facilitating an interaction between a reader and a book, a process that may be used to help children better understand themselves and others."

b. In bibliotherapy, a book is selected because the topic shows a child or children in a specific situation. The person who selects the book and reads the book to the child wants to encourage the child to explore and think about the situation or the topic.

c. This interaction of parent and child reading a book together often leads to a discussion of the topic. This furthers the objective of encouraging the child to explore and think about the topic.

d. Selecting children's books for a specific purpose can be a valuable aid for parents who want to help their children develop social skills. The following advantages of this technique should be presented in your discussion:

(1) This technique is available to all parents. All it takes is the right book and the time to read it to a child.

(2) This technique is comfortable to most parents. Parents often read to children and would feel comfortable in the reading situation.

(3) This procedure allows the parent to introduce certain topics that he/she would like to discuss with the child. For example, the parent may want to discuss peer pressure with a child who is being negatively influenced by his/her peer group. The parent selects a book to read with the child that deals with the topic of coping with peer pressure. Reading this book together opens the way for further discussion of this topic.

(4) This procedure allows for the discussion of events which may be threatening to the child. The discussion takes place in a protective, supportive environment removed from the anxiety a real life confrontation might produce.

(5) If a child is having difficulties in a particular area of social development, reading about someone who is having similar difficulties might make it easier for the child to think about ways his/her problem can be handled. The book may offer several alternatives for the child to think about, or the book may offer the one solution the child could not think of himself.

(6) A child's abilities to understand others is enhanced as he/she reads about children and their feelings in various situations.

B. Have several books from your school or community library to demonstrate to parents. Select books that deal with topics of friendship, communication and cooperation.

a. Demonstrate the procedure of bibliotherapy by reading a book out loud to the group. Model questions that a parent might ask a child when reading such a book with the child. Following are examples of questions that would be helpful to encourage further discussion:

(1) Ask questions about what happened in the story or ask the child to retell what happened in the story.

(2) Focus on the feelings expressed in the story,

"What did the various characters feel"?

Help the child to identify and label the feelings expressed in the book.

(3) Focus on the behaviors of the characters,

"What did they do?"

"What other alternatives were available?"

"How did it work out?"

(4) If possible, relate the story to the child's own experiences. Have you ever felt this way? Has something like this ever happened to you? Do you know anyone who has had a similar experience? If you were in this situation, how would you feel? If you were in this situation, what do you think you would do?

C. Encourage parents to use bibliotherapy at home with their children, but remind them that:

a. This should be a positive experience for both the parent and child. It should provide an opportunity to talk about situations, feelings, problems and alternatives in a nonthreatening environment. The child should not feel obligated to make all the right points. Some discussions may be productive, and others may seem to go in the wrong direction. Enjoy the former and forget the latter. Every discussion does not have to be a major step along the road to social skills. Sometimes you won't even have a discussion because the child is drowsy-eyed by the last page. That's all right, too.

b. Do not expect that the reading of one book is going to produce dramatic changes in your child. A single book may turn the key that nothing else has been able to do. On the other hand, 25 books may not help a particular child in a particular situation. Don't let your expectations cause this to be a disappointing experience for you and your child. If all that happens is that the two of you have 10 minutes of closeness and togetherness reading a book, then you have succeeded in providing a special time for your child.

D. Research your local county, city, and school libraries to find available books in appropriate subject categories. We have found several reference books which list children's reading materials by content. The resources are:

Dreyer, Sharon Spredemann. The Bookfinder. American Guidance Service, Inc., Circle Pines, MN, 1977.

Kircher, Clara. Behavior Patterns in Children's Books. Washington, D.C., Catholic University of America Press, 1966.

Reid, Virginia M. Reading Ladders for Human Relations, 5th ed. Washington, D.C., American Council on Education, 1972.

Spache, George D. Good Reading for Poor Readers, rev. ed., Champaign, Illinois, Garrard Press, 1972.

Zaccaria, Joseph S. Facilitating Human Development Through Reading: The Use of Bibliotherapy in Teaching and Counseling. University of Illinois, 1968.

E. A sampling of books which would be appropriate to share with the parents follows. We have listed places where these books are available in our local community. In your course, you could present to the parents a similar list of books and their local location.

F. At-Home Activity

1. Have enough books available so that parents can select something to take home and read with their child in the next week.

(SAMPLE BIBLIOTHERAPY PAGE FOR PARENT DISCUSSION GROUP)

FACILITATOR NOTES

Children's books which deal with the topic of:

MAKING FRIENDS

Cohen, Miriam. Will I Have a Friend?
A little boy worries that he won't have any friends in kindergarten.

Sug. age level: 4-6
Available in Orcutt School Libraries and
Santa Maria Public Library

Krasilovsky, Phyllis. The Shy Little Girl
Anne is dissatisfied with her clothes, voice and freckled face. When a new girl comes to school, Anne finds a friend and her attitude towards herself changes.

Sug. age level: 4-8
Available in Orcutt School Libraries and
Santa Maria Public Library

Lystad, Mary. That New Boy
A little boy hesitates to make an effort to become friends with a new neighbor.

Sug. age level: 6-7
Available in Santa Maria Public Library

McGovern, Ann. Scram, Kid!
A little boy feels anger and rejection until he finds someone to play with.

Sug. age level: 6-9
Available in Orcutt School Libraries and
Santa Maria Public Library

Vogel, Ilse-Margaret. Hello Henry
Two little boys become friends while lost in a supermarket.

Sug. age level: 4-7
Available in Santa Maria Public Library

FEELINGS

Behrens, Jane York. How I Feel
Several children describe their feelings in different situations.

Sug. age level: 3-8
Available in Orcutt School Libraries

Sample

Cohen, Marcia Maher and Reardon, Maureen. Feelings Between Brothers and Sisters; Feelings Between Friends; Feelings Between Kids and Grown-ups; Feelings Between Kids and Parents.
Each book has fourteen 1-2 page stories which deal with various feelings. Each story ends with a discussion question.

Sug. age level: 3-8
Available in one Orcutt School Libary (1st and 2nd book only; Santa Maria Public Library (all four books)

Dobrin, Arnold. Scat
A little boy has difficulty expressing sadness after his grandmother dies.

Sug. age level: 6-9
Available in Orcutt School Libraries and Santa Maria Public Library

Dunn, Judy. Feelings
Photographs are used to illustrate emotions and to help children understand and deal with their feelings.

Sug. age level: 3-8
Available in Orcutt School Libraries

Sample

Simon, Norma. How Do I Feel?
Carl, an identical twin, is sometimes unhappy with himself--especially when he compares himself to his twin. This book should help children realize that all emotions are normal and acceptable.

Sug. age level: 4-8
Available in Santa Maria Public Library

SHARING

Berger, Terry. Being Alone, Being Together
A little boy shares his feelings about when he likes to be by himself and when he prefers playing with friends.

Sug age level: 3-7
Available in Orcutt School Libraries and Santa Maria Public Library

Buckley, Peter and Jones, Hortense. William, Andy and Ramon
Three boys and their families, work together to make Williams's grandmother and cousin feel welcome.

Sug. age level: 6-8
Available in Orcutt School Libraries

Lionni, Leo. Frederick
A little mouse shares his creativity and imagination with his friends to make them feel warmer and happier.

Sug. age level: 5-8
Available in Orcutt School Libraries and
Santa Maria Public Library

Lionni, Leo. Swimmy
A little fish organizes the other fish to solve a mutual problem.

Sug. age level: 3-7
Available in Orcutt School Libraries and
Santa Maria Public Library

Udry, Janece May. What Mary Jo Shared
A little girl decides to "share" her father with her class and overcomes her shyness.

Sug. age level: 5-8
Available in Orcutt School Libraries and
Santa Maria Public Library

Zolotow, John My Friend John

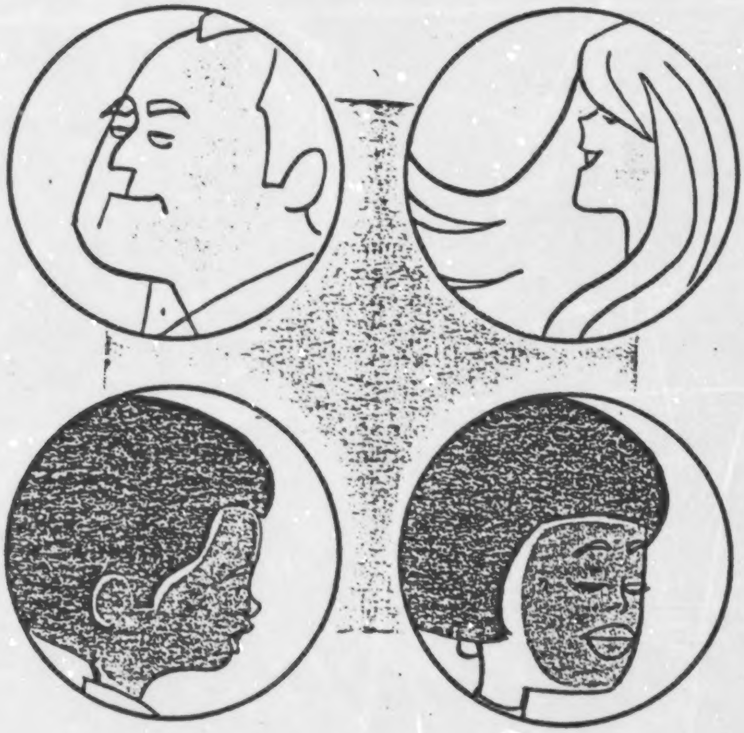
Two little boys are such good friends they compliment each other with many personality traits.

Sug. age level: 4-6
Available in Orcutt Public School Libraries
and Santa Maria Public Library

Sample

HOW TO LISTEN TO YOUR CHILD -
WHAT'S IMPORTANT TO ME NOW

	INDIVIDUAL Mark Four	SMALL GROUP Total	TOTAL GROUP Total
Listen to the Language of Behavior			
Learn to Respond Reflectively			
Be Less Teachy			
Realize the Importance of Listening			
Be an Active Listener			
Accept Early Language Imperfections			
Start Listening Early			
It's Never Too Late			



A Briefing for Parents

HOW TO Listen TO YOUR CHILD

National Education Association

DON E. HAMACHEK, *professor of educational psychology and child development, Michigan State University, East Lansing.*

□ **Learning to be a good listener is hard work that** takes patience, skill, and tact. However, knowing how and when to listen—really listen—to a growing child or teen-ager is both an art and skill well within the reach of any parent who desires a positive, healthy relationship with his children. Indeed, wise parents learn early that being a good listener is as powerful an asset in dealing with their youngsters as being a good talker. One 14-year-old boy expressed it this way: "My parents have always been pretty good about listening to me. And you know, I think that has had a lot to do with my being able to listen to them—even when I really don't want to."

We adults must learn not to say the right thing at the wrong time and to leave unsaid the wrong things at the tempting moment. Appropriate silence is a great asset to good conversation between parent and child whatever the child's age may be. If listening is a skill that you haven't given much thought to in the past, you might well ask, "Well how do I acquire this very special skill?" Let's look at some of the ways you can do so.

LISTEN TO THE LANGUAGE OF BEHAVIOR

Messages are communicated in many different ways and not all of them are verbal. Learning to "listen" to behavior with our eyes and not just our ears is an important aspect of being a good listener. The language of a tear, a laugh, a sullen face, a slammed door is real. These have meaning just as words do.

Listening to behavior is only one part of the skill. Learning how to respond appropriately is the other and equally important part. As a general rule, our response to either verbal or nonverbal behavior is most effective if we respond in such a way that a youngster realizes we can accept his feelings, whatever they may be and, therefore, he can verbally express them to us if he so chooses.

Examples of responses to nonverbal behavior that are destructive or inhibiting include:

- "Alice, you've been moping around all evening. Why don't you try smiling once in a while?"
- "Allen, tearing up your sister's coloring book is a

mean thing to do. Go directly to your room."

Responses that may be more helpful and supportive include reflections, such as:

- "Alice, you look sad. Is something troubling you?"
- "Allen, you know that mistreating someone else's property is not allowed. You must feel very angry to do such a thing."

Alice may answer, "Yes, something is bothering me. Guess I need someone to talk to about it." Allen may react with, "I am mad at her. She's always getting her own way. How come I don't once in a while?" Or, either one of these youngsters could respond with something as simple as, "Yes, I guess I am."

Actually, how a youngster replies in moments like these is not as important as is the fact that he may learn that his feelings are important to us. Responding to behavior in nonjudgmental ways communicates to children that we are interested in them and that we care enough to work at understanding them.

As a 14-year-old girl said during a group discussion, "You know, sometimes my mother knows what I'm feeling before I even say anything. I don't know why, but it makes me feel freer to talk to her." When asked if she could explain why she felt freer to talk with her mother, she said, "Well, I guess I have the feeling that if she understands me even when I *don't* say anything, she'll be even better able to help me and listen to me when I *do* talk."

LEARN TO RESPOND REFLECTIVELY

The art of good listening involves the ability to respond reflectively. Responding in this way not only lets the child know that we're listening, but it also gives him encouragement to go on and further develop whatever it is he is trying to tell us. We should keep in mind that reflective responding neither appraises behavior as right or wrong nor assesses it as good or bad. Rather, it is simply a way to reflect back to a youngster what you think he's feeling at a particular moment without placing a value judgment on his feelings.

Parental responses that are generally unhelpful because they are judgmental or evaluative include such comments as:

- "Jayne, I think it's dumb to get that upset over a simple fight with a boyfriend."

- "Robert, in my opinion you're pretty foolish if you think that letting your hair grow will make you look better."

You will note that each response has a lot to do with how the parent feels and little to do with how the child feels. Sometimes in our anxiety to express how we feel we forget to listen to how the youngster feels. Or worse, in our stumbling efforts to say something helpful, we end up trying to talk a youngster out of his feelings. Telling Jayne she's dumb or Robert he's foolish to feel the way he does is not only denying their feelings but is also judging feelings of that sort as good or bad, right or wrong. A child who learns that his behavior and feelings are forever being weighed, judged, or evaluated is not likely to be very communicative. After all, who wants to be judged or criticized when the need is to be understood and accepted?

Consider parental responses that are reflective in nature rather than judgmental:

- "Jayne, you sound like you're very upset about that fight you had with your boyfriend."
- "Robert, if I'm hearing you correctly, you seem to think that letting your hair grow longer will improve your appearance."

Here we have not communicated a judgment of right or wrong, good or bad; rather, we have simply reflected the feelings the youngster appears to be experiencing at the moment. It is an invitation for a youngster to explore and evaluate how he really does feel.

LESS TEACHIN

Sometimes we get so caught up in the idea that we have to be "teaching" our children something all the time that we end up more enamored with our special lesson for the day than with their problem of the moment.

Our encounters with children do not always have to result in a great lesson learned or a fine example set. As a father of three expressed it, "At one point I got so bad that I sounded more like a professor lecturing than a father listening to his children." Many parents find that listening is much easier and communication more natural when they cease feeling that they must be "instructive" every time their children talk with them.

REALIZE THE IMPORTANCE OF LISTENING

A willingness to listen to our children can play an important part toward enhancing a youngster's feelings of self-esteem and self-confidence. It is essential to keep in mind that the very act of listening is a form of nonverbal communication. Attentive, responsive (as opposed to passive, bored) listening can communicate any number of different but overlapping messages to a youngster, such as "You're a worthwhile person" and "I respect your point of view."

Unfortunately, we adults sometimes behave as if we could talk a child into feeling adequate and good about himself. It is true that our praise and positive evaluations can aid tremendously in building a youngster's self-esteem. However, it is also true that it is greatly rewarding and ego-enhancing for a child to know that another person considers him important enough to listen to what he has to say. In order for him to develop confidence in his ideas and in his ability to communicate, he has to have many opportunities to express his deepest feelings to people who matter to him and who will listen in a nonjudgmental way.

In sum, parents (teachers, too) who are skilled in the art of listening can leave a youngster with the feeling, "I guess I'm all right. I count. I matter. If my parents (teachers) listen to me, I can risk talking to other people, too."

BE AN ACTIVE LISTENER

As we said earlier, learning to be an effective listener is hard work. Good listening does not mean using our listening time to prepare for what we are going to say, but it does mean reflecting with a child, sometimes rephrasing what he is saying, and other times just listening intently. In other words, good listening involves making conscious and obvious efforts to understand and care about what others are saying.

A 15-year-old girl succinctly describes this idea: "One of the neat things about my mom is that she's never too busy for me to bend her ear when I really need her. She never acts as if what I want to talk to her about is unimportant. And when she listens to me, she really listens. She doesn't go on dusting the furniture or making the bed if I have something really important to talk about. She just puts down what she is doing and listens to me. She's great that way."

ACCEPT EARLY LANGUAGE IMPERFECTIONS

One thing that adults sometimes fail to remember is that when a child is acquiring a language he doesn't just learn words. He also has to learn the rules of the language. For example, a young child might use the past tense of run and swim in this manner: "I runned as fast as I could to the park and I swimmed in the pool." *Runned* and *swimmed* are words he invented by analogy after hearing the past tenses of other verbs. This suggests that he has learned the rule for making the past tense.

Unfortunately, the English language doesn't always follow its own rules. And when the child proves himself to be more logical than the English language, we sometimes get impatient and reprimand him.

- "Debbie, 'swimmed more faster' is hardly good English!"
- "Richard, if you can't talk properly, then don't talk at all!"

Comments like these are not helpful to a child for several reasons. One, they make him feel bad for using "wrong" English, and two, they make it difficult for a child to spontaneously share his experiences or feelings with us because he fears our criticism.

Children have trouble with pronunciation, too. When this happens, we really have to listen hard to understand what they mean. Perhaps an example will illustrate the point here. A friend of mine recalls an incident when he was sitting in his study working and his four-year-old son was drawing in his coloring book on the floor. Suddenly his little boy said, "Someday I want to see a somersault." The father kept working, then he stopped and said, "What?" The boy answered, "I want to see a somersault." "Did you say somersault?" The father stopped working altogether. It was a puzzle to figure out, but figure it out he did. In a few seconds he said, "You mean you would like to see a *cemetery* like the one grandma was buried in last week?" The boy answered, "Yes, I would."

The outcome of this interchange was that the son colored contently for another 20 minutes, feeling good about having communicated, and the father felt proud of himself for having understood his child. The father hadn't dismissed the boy's comment with an "OK, I'll show you a somersault sometime" or a "What in the world are you talking about?" Rather, he worked hard at trying to understand what his son was attempting to communicate.

We can do more toward enhancing good communication between ourselves and our children if we respond less to their mistakes in grammar and errors in pronunciation and more to the message they are trying to get across. Again, it means doing less "teaching" and more listening. Learning the rules of a language and the pronunciation of words takes time.

START LISTENING
EARLY

Communication between parent and teen-ager is extremely difficult if the groundwork for good communication has not been laid during the early years. Sometimes we adults don't listen as well as we should to young children because, after all, what has seven-year-old Gregory or five-year-old Daniel got to say that's so important anyway?

What is "important" is a relative matter, and if children learn at an early age that what they consider to be major concerns are treated as minor concerns by their parents, we should not be surprised if they become increasingly less communicative and more secretive as they get older.

Conversation between parents and their teen-age offspring reflects early communication patterns. Unfortunately, we sometimes seem to feel that because we have more control over the general behavior and whereabouts of our preadolescent children, we have less need to communicate with them. However, during the adolescent years, when parents progressively lose more and more control over their youngsters, some begin to feel a very sudden urge to communicate and to listen. In numerous instances, however, the need to listen to 16-year-old Joan and 17-year-old Philip has less to do with being interested in the teenagers' welfare and more to do with allaying parents' anxieties about where their children were, what they did, and who they were with.

IT'S NEVER
TOO
LATE

Although it is true that good listening is the antecedent to good communication and that good communication patterns (like bad ones) begin early, it is also true that better communication is always possible. Take heart, therefore; it's never too late to start. ☐

Baruch, D. W. *How To Live with Your Teenager.* New York: McGraw-Hill, 1953. Also in paperback.

Ginott, H. G. *Between Parent and Child.* New York: The Macmillan Co., 1965. Also in Avon paperback.

Ginott, H. G. *Between Parent and Teenager.* New York: The Macmillan Co., 1969.

Jersild, A. T. *Child Psychology.* Sixth edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

Nixon, R. E. *The Art of Growing.* New York: Random House, 1962. Also paperback text edition.

Sears, R. R.; Maccoby, E. E.; and Levin, H. *Patterns of Child Rearing.* New York: Harper and Row, 1957.

Vermes, H., and Vermes, J. *Helping Youth Avoid Four Great Dangers: Smoking, Drinking, V.D. and Narcotics Addiction.* New York: Association Press, 1965.

Wyden, P., and Wyden, B. *Growing Up Straight: What Every Thoughtful Parent Should Know About Homosexuality.* New York: Stein and Day, 1968. Also in Signet paperback.

Reprints of this TODAY'S EDUCATION feature are available in packages of 30 for $2. In ordering this feature, use Stock No. 051-02168. All orders must be prepaid except for those on your official purchase order forms. Shipping and handling charges will be added to billed purchase orders.

Order from American Education Week, P.O. Box 327, Hyattsville, Maryland 20781.

Also available is a companion color filmstrip, *How To Listen to Your Child* and *How To Get Your Child To Listen to You.* The filmstrip is in two parts, each part approximately 10 minutes. The filmstrip is ideal for parent programs throughout the year and especially for presentation during American Education Week. The narration is included on a 33⅓ rpm record. Price $15. In ordering, please use Stock No. 058-02178.

SESSION FOUR

TOPIC	SUGGESTED TIME ALLOTMENT
1. Review of at-home activity from previous week	10 minutes
2. Cooperative Games	1/2 hour
3. Strategies which encourage cooperation	20 minutes
4. Competition, Cooperation and Children	20 minutes
5. Being Positive with Children	15 minutes
6. Informal Evaluation	5 minutes
7. Jig-saw Grouping	20 minutes

SESSION FOUR

EXPANDED OUTLINE

FACILITATOR NOTES

1. REVIEW OF AT-HOME ACTIVITY FROM PREVIOUS WEEK

   A. Ask parents how children reacted to books that were taken home. Were discussions beneficial? What other types of books would they be interested in?

2. COOPERATIVE GAMES

   A. Set up several examples of cooperative games which parents will have an opportunity to play. Directions for the following games are included:

   Cooperative Memory / Cooperative War
   Helpful Candyland / Wolf/Pigs

   B. Describe each of the cooperative games so that parents will understand the rules. Give enough time for each parent to try at least two games.

   C. After participants have had an opportunity to try each of the games, ask them to share their ideas about this experience. Summarize the discussion by noting the following features of these cooperative games:

      a. Competition between players is decreased by:

         (1) allowing players to pair or team so that instead of one person against one person, there would be two people against two people

         (2) adapting the game so that the children play against the board rather than against each other

         (3) changing the probabilities of losing so that each player has a greater chance for success

(4) allowing for helping hand cards or for places in the game where players are directed to assist another player

D. At-Home Application--Using the ideas generated in the above discussion, give parents an opportunity to discuss other types of cooperative games or adaptations of traditional games.

3. STRATEGIES WHICH ENCOURAGE COOPERATION (See pages 23 to 27 of Teacher Handbook)

A. Provide situations which require using skills needed for successful cooperative endeavors--sharing materials, taking turns, etc.

B. Provide opportunities for children to work together on a common task where cooperation is needed for successful task completion. Examples of C.L.A.S.S. lessons which encourage this are:

Totem Pals,
Musical Painting
Jig-Saw Mural
Fold-Over People
Crazy Quilt
Puzzle Partners

C. Provide an assembly line type activity to show the importance of each person's contribution to the group.

a. On a piece of chart paper, make the following headings:

Sharing Materials	Common Tasks	Assembly Line

Have parents spend a short time brainstorming what kinds of activities could be planned at home either with the family or with friends which would utilize these strategies.

D. Attend to and encourage children's spontaneous and cooperative efforts.

E. Model cooperative behaviors and verbalize these behaviors as you perform them in group settings.

F. Remember the importance of building a cooperative vocabulary as cooperative skills are developing. (cooperative, cooperate, friendship, trust, share, appreciate, help, work together, etc.)

G. Remember that cooperation is an end product and that there are many important building blocks along the way.

4. COMPETITION, COOPERATION AND CHILDREN

A. Give each parent one of the following sheets (COMPETITION, COOPERATION and CHILDREN) and ask them to mark each statement as to whether they agree or disagree. Names are not necessary. When they are finished, collect the papers.

B. Have a continuum on chart paper or the chalk board so the whole group can see it. Tally the results of individual responses.

C. Reveal the average score for each statement. Encourage participants to share their ideas and feelings on the topic of competition and cooperation in children.

5. BEING POSITIVE WITH CHILDREN

A. Give each participant the booklet "What Happens If You Don't Water Your Plant?..." Spend some time discussing the first two pages. Then ask participants to fill in page three with those things they would like to try for the week. After reading over page four, ask for any additions to the list.

B. Go over directions for at-home activity with children (Pages 175-179).

6. INFORMAL EVALUATION

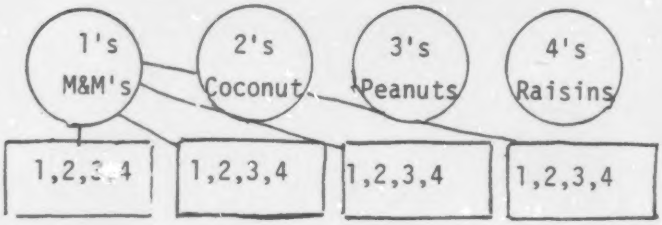
Ask parents for their feelings regarding the Parent Discussion Group format. How does it compare with the information distributed in the Newsletters? Suggestions?

7. JIG-SAW GROUPING

Briefly describe the jig-saw grouping technique (Teacher's Handbook pages 12 to 13). Tell about the lessons for the classroom utilizing this technique (Abecedarian, Cartoon Coaches, Foods for Four, Vertebrate Virtuosos).

FACILITATOR NOTES

A. Provide a snack for parents to see how jigsaw grouping operates. See page 13 of the Teacher's Handbook.


1's
M&M's
2's
Coconut
3's
Peanuts
4's
Raisins
1,2,3,4
1,2,3,4
1,2,3,4
1,2,3,4

Use this snack time for parents to socialize and for final discussion.

TITLE: NEW RULES FOR OLD GAMES--A Center Activity

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to work together with another student or a group of students.

ABSTRACT: By changing the rules for commercial games, they can be used to promote the concept that cooperating with each other can be as much, or more, fun as beating an opponent.

A. Two Cooperative Versions of CANDYLAND K-1

1. Set a timer for 5 - 10 minutes. When it goes off, the leading player plays the last mover; the second player, the next to last, etc. Reset the timer and continue play until the timer rings. Exchange movers again, etc. until all have finished.
2. Play game as directed. Each player who reaches the end of the road continues by helping players still on the board. By choosing a card in turn, the player who has already finished gives an extra turn to whichever player is furthest behind in the game. (The "helpers" are not allowed to take a picture card--another must be chosen.) Each player who finishes becomes a "helper" until all complete the game.

B. A Cooperative Verson of Games MEMORY or CONCENTRATION K-3

Players: Players pair up in teams of two players per team. Game probably works best with 2 to 3 teams playing.

Object: For a team to collect the most card sets by turning over matching pairs of cards.

To Set Up Game: Spread out all cards, picture side down. Mix up the cards. Form rows so the cards are organized in some fashion.

To Play Game:

1. Use a die to determine which team goes first. Each member of the team rolls the die. They add their score. The team with the highest score goes first.
2. Within a team of two people, players alternate who turns over the cards first.
3. Teams take turns in turning over cards. First, one member of the team turns over 3 cards. Leaving those 3 cards still up, the other member of the team turns over 3 more cards. Altogether both members of the team have turned over 6 cards. If any of the 6 cards match, the team takes these two cards.
4. After a team has turned over 6 cards and have taken any matching pairs, they are to turn any remaining cards picture-side down and their turn ends.
5. The team who collects the most picture pairs wins the game.

C. A Cooperative Version of the card-game WAR

Players: Game is played by two people only.

Object: To win as many hands as possible and collect the most number of chips.

Materials: Three decks of playing cards (face cards removed) with different designs on back of each--called green, red, and blue in the directions; poker or counting chips; scratch paper or slates if needed for addition.

To Play Game:

1. One player takes the green deck, shuffles the cards, and places the card deck in front of him, numbers down.
2. The other player takes the red deck, shuffles the cards, and places the red deck in front of him, numbers down.
3. White chips are placed in a pile.
4. The blue deck is shuffled. Deck is placed in a pile, face down, so cards can be drawn one at a time.
5. Players turn over the top card from the red deck and the top card from the green deck at the same time. They add the two exposed numbers together. This is their score.
6. Players then turn over one card from the blue deck. If the blue number is less than their score, they win the hand and receive one chip. If the blue number is more than their score, they lose the hand and the blue deck is given one chip. Play continues until all cards are played one time. Chips are counted. Players win when they have received more chips than the blue deck.

If the players score (red number plus green number) is the same as the blue number turned over, the next three cards are turned over until the tie is broken. However, the winner of the tie situation still only receives one chip.

NOTE: The teacher may want to extend the possibilities of this game by making three decks of playing cards using higher numbers on colored 3" x 5" cards.

Gr. K-1
Supplemental

TITLE: WOLF AND PIGS - A Center Activity

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to work together with another student or with a group of students.

ABSTRACT: Two children play together to complete the PIG puzzle before the WOLF puzzle.

MATERIALS: Game board, spinner, WOLF, PIG, and FREE cards (see below for preparation)

PREPARATION: To make the game set: duplicate the WOLF, PIG, and two background pages. Mount on tagboard or a manila folder. Laminate.

Color the WOLF and PIG pages. Glue the PIG page to pink tagboard and the WOLF page to green tagboard. Cut apart and laminate to correspond to the background squares. Make 3 FREE cards and finish them to match the WOLF cards.

Prepare a spinner.

GAME RULES: WOLF AND PIGS

For two to four players

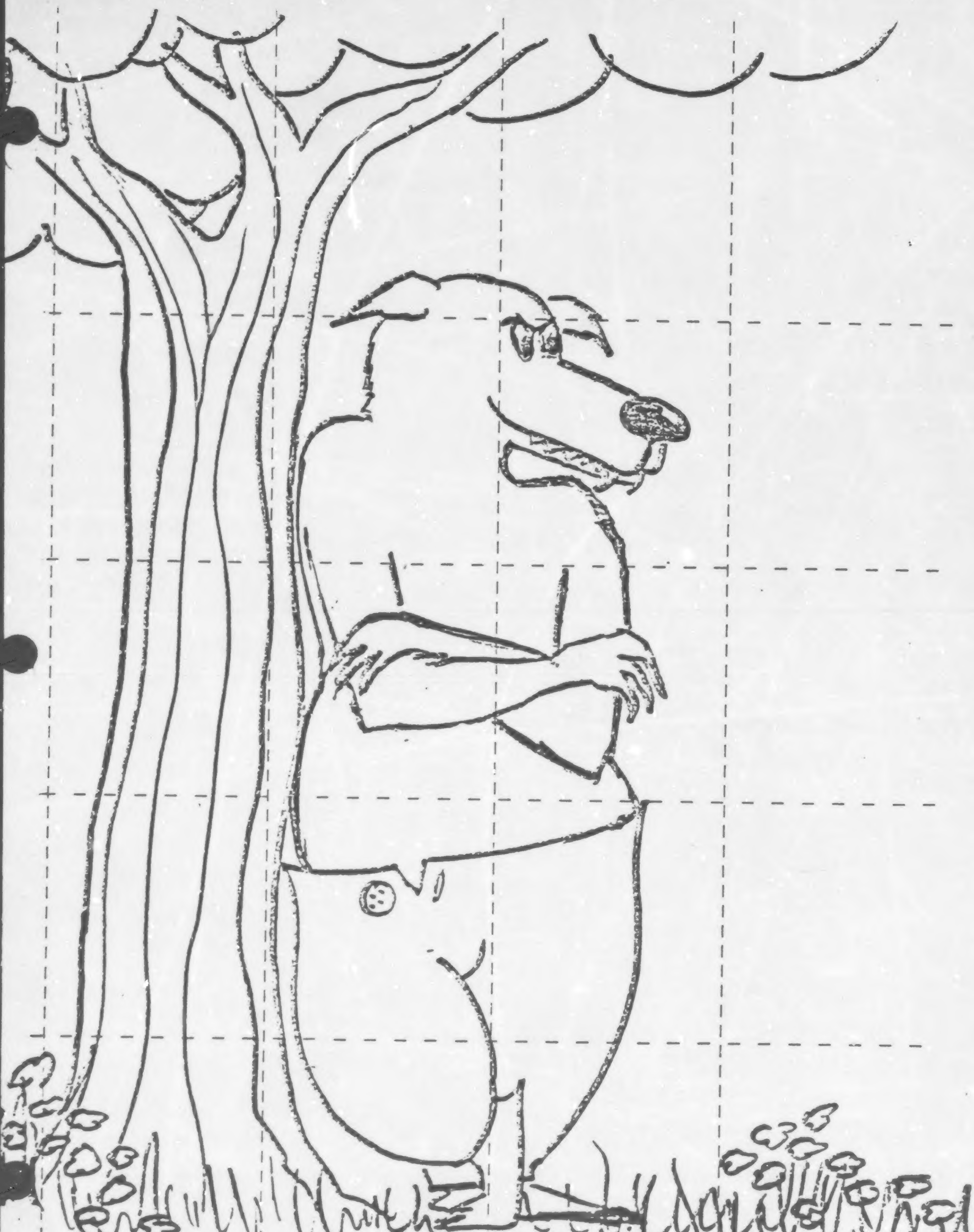
Object of game: to complete the PIG puzzle before the WOLF puzzle

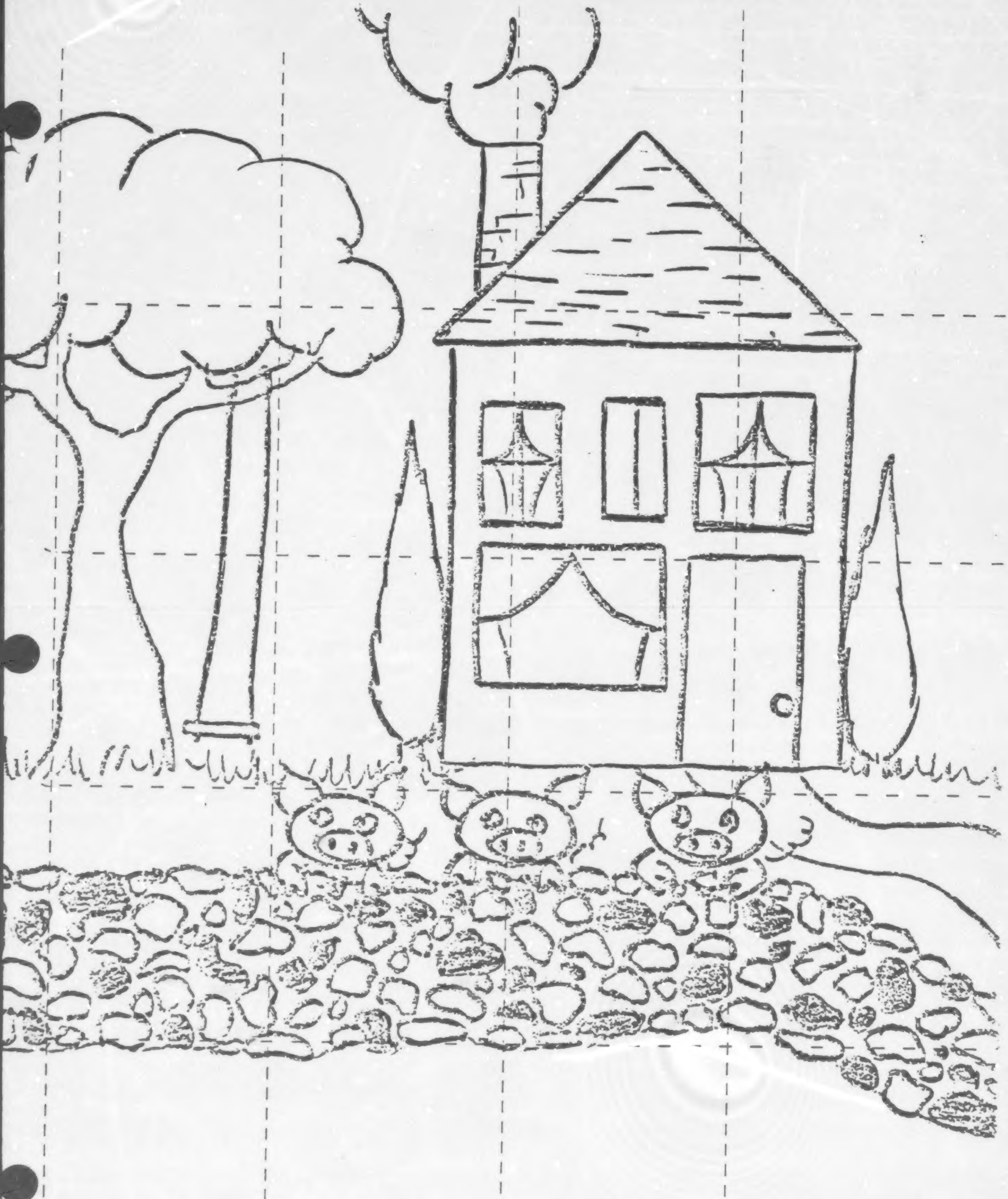
Preparation: Shuffle the cards with the pink backs. Place them face down in the rectangle beneath the PIG puzzle. Shuffle the cards with the green backs. Place them face down in the rectangle beneath the WOLF puzzle.

Play: In turn, each player spins the WOLF and PIG spinner. If the spinner points to a PIG, the player turns over a piece from the PIG stack and places it somewhere on the PIG puzzle. If the spinner points to the WOLF, the player turns over a piece from the WOLF stack and places it somewhere on the WOLF puzzle.

At first, it will be difficult to fit the puzzle pieces in their correct place on the puzzle. Just put the pieces anywhere and don't worry about it. As you turn over more pieces, you will be able to tell how to place the PIG pieces and how to place the WOLF pieces. If you turn over a FREE card, you don't have to turn over a WOLF piece on that turn.

If the PIG puzzle is completed first, the PIG wins.
If the WOLF puzzle is completed first, the WOLF wins.





Glue two background pages to each side of folder.

COMPETITION, COOPERATION AND CHILDREN

React to the following statements by placing an "X" on the line showing your opinion.

A. Competiton is a reality of our world and children should learn to face it.

1	2	3	4	5
Agree				Disagree

B. Competition is fine for a few winners, but it is not so fine for the rest of the participants.

1	2	3	4	5
Agree				Disagree

C. Children turn in a better performance if there is competition involved.

1	2	3	4	5
Agree				Disagree

D. If we stress group cooperation too much, children won't learn to work as individuals.

1	2	3	4	5
Agree				Disagree

E. Children have a natural desire to compete.

1	2	3	4	5
Agree				Disagree

WHAT HAPPENS IF YOU DON'T WATER YOUR PLANT?

OR

SPREAD A LITTLE SUNSHINE MY WAY

A BOOKLET ON

Being Positive With Children

A Parent and Child Activity

Both of you think of someone you like very much. It can be someone in your family, someone at school, a friend, etc.

Write their names on the lines. Each person can use up to two (2) names.

Now list three things that these people could say that would make you happy.

Circle the one thing that you wish the person would say first.

PG-120

Name____________________

1. ____________________

2. ____________________

3. ____________________

Name____________________

1. ____________________

2. ____________________

3. ____________________

Name____________________

1. ____________________

2. ____________________

3. ____________________

Name____________________

1. ____________________

2. ____________________

3. ____________________

Most parents know that praise and encouragement are important to children and other living things. This support must be given regularly and generously. Messages of love, messages of acceptance, messages that focus on strengths, messages that acknowledge progress and effort are crucial to a child's developing sense of self-worth.

Most parents know. I am a parent. I know. The question is not what do I know but what do I do?

Take today as an example. What specific things have I said to my children that were reinforcing? What specific things have I done with my children that were reinforcing?

Where would I place myself on the following scale?

Lots of positive messages ________________________________ Not many positive messages

Using the same scale, where would I like to be?

Lots of positive messages ________________________________ Not many positive messages

I don't know how you did, but I found that I could be more positive with my children. Basically, I am a very positive person. Why doesn't this come through often enough with my children?

Perhaps, there are too many

"I know I should but........"

reasons lurking around my house,

such as........

I know I should but if you let the mistakes go unnoticed, how will they learn the right way?

I know I should but I forget when everything is going well.

PG-121

I know I should but there are so many things I have to think about that I don't take the time to focus on being positive.

I know I should but I read this article about wrong kinds of praise and now I'm afraid that I'll be doing something that isn't helpful to my children.

I know I should but I seem to be always falling back on the same old words.

A Parent and Child Activity

Both of you think of someone you like very much. It can be someone in your family, someone at school, a friend, etc.

Write their names on the lines. Each person can use up to two (2) names.

Now list three things that these people could do that would make you happy.

Circle the one thing that you wish the person would do first.

Name ____________________

1. ____________________
2. ____________________
3. ____________________

Name ____________________

1. ____________________
2. ____________________
3. ____________________

Name ____________________

1. ____________________
2. ____________________
3. ____________________

Name ____________________

1. ____________________
2. ____________________
3. ____________________

A Parent and Child Activity

Both of you think of someone you like very much. It can be someone in your family, someone at school, a friend, etc.

Write their names on the lines. Each person can use up to two (2) names.

Now list three things that you could say to make each person happy.

Circle the one thing that you would like to say first.

Name ____________________

1. ____________________
2. ____________________
3. ____________________

Name ____________________

1. ____________________
2. ____________________
3. ____________________

Name ____________________

1. ____________________
2. ____________________
3. ____________________

Name ____________________

1. ____________________
2. ____________________
3. ____________________

PG-132

WHAT I NEED IS

A PLAN

Today I will ______________________________

Tomorrow I will ______________________________

The next day I will ______________________________

And the next day I will ______________________________

And the next day I will ______________________________

SELECT YOUR CHOICES FROM THE FOLLOWING ALTERNATIVES

a. make a positive comment about something my child made
b. make a positive comment about something my child did that helped me
c. make a positive comment about something my child did that helped someone in the family
d. make a positive comment about something my child said that made me feel good
e. make a positive comment about the way my child related to a friend or a family member
f. make a positive comment about something my child is trying to do better

Pg-128

WHAT I NEED IS A BOOSTER

MESSAGES THAT BUILD

A hug

A wink..

A smile...

I love you..

A tousling of the hair

I like to talk with you

I am glad we had this talk

What do you feel about this?

What do you think about this?

Thank you for listening to me...

It was fun being with you today...

That sounds like a plan we should try

I need to hear your ideas on this matter

I like the way you share with your sister

I'm proud of the way you care about your friends

You helped me a lot when you put away the clothes

I like the way you try to solve some of your problems

I appreciate the way you helped Dad clean the garage

WHAT I COULD USE ARE...

Some ideas for things to do with my children that would help us think about the ways we appreciate people and how to share those appreciations.

A Parent and Child Activity

Both of you think of someone you like very much. It can be someone in your family, someone at school, a friend, etc.

Write their names on the lines. Each person can use up to two (2) names.

Now list three things that you could do to make each person happy.

Circle the one thing that you would like to try first.

Name ____________________

1. ____________________

2. ____________________

3. ____________________

Name ____________________

1. ____________________

2. ____________________

3. ____________________

Name ____________________

1. ____________________

2. ____________________

3. ____________________

Name ____________________

1. ____________________

2. ____________________

3. ____________________

PROJECT

C.L.A.S.S.

Classroom Learning to Attain Social Skills

an E.S.E.A. Title IV-C Project

Orcutt Union School District
Orcutt, California

FACILITATOR
GUIDE

CLASSROOM LEARNING TO ATTAIN SOCIAL SKILLS

FACILITATORS' GUIDE

by

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Edward F. Vacha

Project C.L.A.S.S.

E.S.E.A. Title IV-C Project No. 6877

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INTRODUCTION

Project C.L.A.S.S. has been developed to provide teachers of primary children with a preventative guidance program. It is unique in that it focuses on the classroom group rather than on the individual student. Individual student growth in social skills is nurtured through class activities that stimulate progress towards a more positive social climate within the classroom.

In writing Project C.L.A.S.S., we have attempted to consider group-processes research in the light of developmental stages of five-through-eight-year olds. No one theory has been selected as basic to the program. We have, however, been strongly influenced by the theoretical considerations underlying Improving Classroom Social Climate, (Vacha, et al, 1979), a project designed for pupils in the intermediate grades.

Improving student skills in the areas of friendship, communication, and cooperation is the means selected to improve the social climate within the classroom. Teachers involved in Project C.L.A.S.S. have noticed that

1) changes towards a more positive classroom social climate depend upon growth in all three aspects of the Project.

2) skills and interactions among students in these three areas are highly interdependent.

3) as children gain in communication and cooperation skills and become more effective in their interpersonal relationships, a more positive classroom social climate will evolve. This climate, in turn, promotes the further development of the targeted skills. Thus, a positive cyclical pattern evolves.

Young children, particularly, need experiences with concrete objects and personal involvement if they are to have a basis for generalizing the characteristics of good working relationships, the patterns leading to open, accepted communications, and the behaviors that lend themselves to forming and enriching friendships.

Project C.L.A.S.S. activities, therefore, are designed to provide hands-on involvement. Small groups are most frequently used so that each member has opportunity for full participation. The debriefing discussions following immediately or shortly after each activity are centered on events that occurred during that activity and, when appropriate, the ways in which those learnings can be applied to other areas of curriculum and school life.

A number of lessons are planned as continuing activities--often with a correlated bulletin board. The children are reminded again and again of that week's concept as additions are made to the bulletin board or the booklets that evolve.

Even so, the planned activities and reinforcement strategies make only the initial impact. We would expect to see some positive growth were they the only Project functions. For optimum impact, the teacher needs to incorporate the ideas and orientation towards classroom climate underlying the activities into the day-to-day life of the class. This rarely will happen unless the teacher has a thorough understanding of the goals of the program and of how they can be furthered by consistent use of suggested classroom management strategies.

It is by knowing the goals desired, understanding the rationale, consistently using the activities, and incorporating the suggested management strategies that the teacher will generate a strong improvement in the social skills of each pupil and the growth-inducing climate of the classroom.

NOTES TO THE FACILITATOR

Congratulations! You or a group of teachers or administrators--perhaps all of these--have decided to meet the challenge of improving the classroom social climate in your school. Project C.L.A.S.S. is an exciting program for everyone involved. It can be done by individuals if that is necessary. But with a Facilitator to plan inservices, to obtain materials, and to maintain open communication channels between participants, the Project can be even more rewarding for the staff and, thereby, for the students involved.

For most effective implementation of Project C.L.A.S.S. there must be adequate inservice. While a two-day session is preferable, budget and time constraints have placed a limit of one preservice day and one mid-year day on most districts. With limited time available, the facilitator must use it efficiently to provide an adequate mix of exposure to background theory, familiarization with Project materials, and recognition of important classroom management strategies.

This manual provides the facilitator with an outline for a one-day preservice workshop and a one-day mid-year inservice. Each agenda is supplemented with notes concerning relevant research and theory. Participant activities are described with masters included for needed worksheets. It is recommended that the facilitator presenting this training have already attended a two-day inservice session. This may not always be possible. We have, therefore, included a list of additional references for those people who desire more extensive background than this guide provides.

There are some initial steps to be taken before installing the Project.

1) If your administrators are not familiar with Project C.L.A.S.S., it is important to schedule time to go over the objectives and the Teacher Handbook with them.

2) For most effective implementation of the Project, we suggest inviting teachers to participate. The dimensions of commitment and "ownership" experienced by a volunteer add to the effectiveness of any program. It is particularly important when the program involves a specific philosophical or theoretical approach.

3) Consult with the person in charge of the school calendar to choose appropriate preservice and mid-year inservice days. Notify participants well ahead of time. We feel that at least one full day of preservice training is a preferable pattern. If this is clearly impossible, a series of three two-hour sessions can be scheduled soon after the opening of school.

4) There are advantages to scheduling the mid-year inservice day on a grade-level basis if your district is large enough. It eases the substitute load and it provides opportunity for much interchange concerning successes, problems, and adaptations of lessons done by all the participants. If the session includes teachers from all four grade levels, it is important to provide time for grade-level discussion and exchange of ideas.

5) Obtain a Project C.L.A.S.S. Teacher Handbook for each participant. The site administrator and district curriculum coordinator may also desire copies.

6) Conduct the preservice training session.

Throughout the year, there are numerous ways in which the Facilitator can enhance Project C.L.A.S.S. implementation.

1) Obtain the small number of materials not generally available in the classroom. (A list is included in the Appendix, page FG-105) It is surprising how useful this one step is.

2) Schedule and conduct evaluation procedures if they are desired by your district. Masters for the survey and assessment forms and directions for using them are in the Evaluation Section.

3) Coordinate and monitor activities. We have found that asking teachers to use a simple log sheet facilitates meaningful grade-level discussion and is a reminder to schedule the activities on a regular basis. (Sample log sheets are in the Appendix, pages FG- 101-104)

4) Provide inservice/released time with teachers to:

   a) reinforce the necessity for use of management strategies throughout the teaching day.

   b) provide time for problem-solving.

c) provide time for sharing particularly successful adaptations of lessons and use of grouping strategies.

d) emphasize necessity for frequent regrouping.

e) Provide additional background and practice in setting up special groupings--socio-metric, jigsaw, etc.

f) collect logs if desired and distribute new ones.

Before the end of the school year, the Facilitator has several duties remaining.

1) If the district has included an evaluation program, schedule and conduct the procedures.

2) Provide opportunities for teachers to give feedback concerning the Project.

3) Plan for training of any incoming teachers.

LESSON GOALS

1. To encourage students to initiate and develop friendships with their classmates.
2. To encourage students to interact positively with classmates.
3. To encourage students to accept differences and recognize similarities within a group of students.
4. To encourage students to develop skills needed for healthy interpersonal relationships.
5. To increase students' abilities to respond appropriately and/or initiate communication on topic.
6. To increase students' abilities to listen positively.
7. To increase students' abilities to participate more frequently and more equitably in small groups and classroom communications.
8. To encourage students to work together with another student or with a group of students.
9. To encourage students to develop leadership skills and to apply these skills in a cooperative environment.
10. To encourage students to demonstrate courtesy and consideration to peers within their classroom.
11. To encourage students to appreciate the contributions each member may make to a group.
12. To increase students' abilities to recognize that one's behavior affects others.

PROJECT C.L.A.S.S.

Pre-Service Training Session
Suggested Agenda

Time Devoted to Topic	Lecture Topics and Activities	Resources*
	OVERVIEW	
	1. Background of Project	Project C.L.A.S.S. Teacher Handbook pp. v-xiii Improving Classroom Social Climate pp. 2-8
1/2 hour	2. Distribute and Describe Teacher Handbook a. Introductory section b. Suggested schedule c. Weekly lessons--grade level, cross referencing, etc. d. Classroom management activities e. Strategies to reinforce weekly activities.	Group Processes in the Classroom
	FRIENDSHIP	
1 1/2 hour	1. Demonstration lesson - "Birthday Detectives" or related activity "Data Detectives" **	Project C.L.A.S.S. Teacher Handbook pp. 1 - 16
	2. Lecture: Theories of Friendship Development a. Antecedents of Friendship b. Diagnosing Classroom Friendship problems 1) Sociometric Photochoice 2) Informal Observation c. Classroom Management Techniques 1) Random-grouping strategies 2) Purposeful grouping strategies d. Sample Student Lessons	Improving Classroom Social Climate pp. 10-30 Group Processes in the Classroom pp. 120-145

* Additional resources are listed in the bibliography

** Directions and worksheets needed for participant activities are in the Appendix.

COMMUNICATION

1 hour
1. Lecture: Patterns of Classroom Communication
   - a. Patterns of Communication
   - b. Diagnosing Classroom Communication Patterns
   - c. Classroom Management Techniques to Improve Communication
     - 1) Purposeful Language Experiences
     - 2) Environmental Effects
     - 3) Modeling
   - d. Sample Student Lessons

Project C.L.A.S.S. Teacher Handbook pp. 30 - 45

Improving Classroom Social Climate pp. 64-76

Group Processes in the Classroom pp. 180-207

2. Demonstration Lesson - "Spider Web"**

COOPERATION

1 1/2 hour
1. Lecture: The Cooperative Classroom as a Means of Enhancing Cognitive and Affective Growth
   - a. Why teach for cooperation?
     - 1) Skills common to both leadership and cooperation
     - 2) Academic advantage
     - 3) Influence on student self-perception
   - b. Diagnosing student skills
     - 1) Project Assessment
     - 2) Informal observation in classroom and on playground
   - c. Organizing the cooperative classroom
     - 1) Physical environment
     - 2) Teaching for independence and interdependence to free you for small-group lessons

Project C.L.A.S.S. Teacher Handbook pp. 17 - 29

Group Processes in the Classroom pp. 169 - 171

Learning Together and Alone

2. Simulation of Cooperation Assessment**
   - a. Role-playing
   - b. Coding
   - c. Analysis and evaluation

SMALL GROUP INTERACTIONS

1/2 hour
1. Grade level review of lessons

SOME SPECIAL CONSIDERATIONS

1/2 hour
1. Lecture: Where Are We Going?
   - a. Project areas and their interrelationship with cohesion
   - b. Using Project classroom management techniques to improve the quality of the total school day
   - c. Schedule - resources - testing
   - d. Demonstration Lesson: "All Stars"

Project C.L.A.S.S. Teacher Handbook pp. 46-68

Improving Classroom Social Climate pp. 221 - 223

Group Processes in the Classroom pp. 29 - 57

PROJECT C.L.A.S.S.

MID-YEAR INSERVICE

Time Devoted to Topic		Supplementary Resources*
1/2 hour	Get-acquainted activity - "Getting to Know You Better"**	
1/4 hour	PROJECT UPDATE Local scheduling of related events Review of Project activities to date Calendar for visitation, assessment, etc.	
1 hour	STUDENT GROUPING STRATEGIES Using results of sociometric data Organizing information Establishing groups	Project C.L.A.S.S. Teacher Handbook pp. 6-13
	Random Grouping Small-group Investigative Model Jig-Saw Grouping	Johnson & Johnson Learning Together and Alone
1/2 hour	Practical Experience in Student Grouping - "Jigsaw Snack"	Aronson's The Social Animal
1 hour	PROJECT C.L.A.S.S. LESSONS AND ACTIVITIES Review of lessons -- sharing time Successful experiences and adaptations	Project C.L.A.S.S. Teacher Handbook
	Areas needing assistance	Teacher Logs (Appendix)
LUNCH		
1 hour	REVIEW OF CLASSROOM MANAGEMENT TECHNIQUES	Project C.L.A.S.S. Teacher Handbook
1 hour	DEBRIEFING WEEKLY LESSONS	pp. 6 - 16
1/2 hour	BUILDING A COHESIVE CLASSROOM	23 - 27 35 - 42
1/4 hour	Practical Experience - "Word Picture"**	pp. 72 - 76 pp. 46 - 52

* Additional resources are listed in the bibliography

** Directions and worksheets as needed for participant activities are in the Appendix

EXPANDED AGENDA

FOR

PROJECT C.L.A.S.S. FACILITATOR'S TRAINING SESSION

Time Devoted to Topic	Lecture Topics and Activities	Resources*
DAY ONE		
1 1/2 hours	OVERVIEW	
	1. Background of Project C.L.A.S.S.	Project C.L.A.S.S. Teacher Handbook pp. v- xiii Improving Classroom Social Climate pp. 2 - 8 Group Processes in the Classroom
	2. Get-Acquainted Activity "Birthday Detectives" **	
	3. Distribute and Describe Project C.L.A.S.S. Materials TEACHER HANDBOOK a. Introductory section b. Suggested schedule c. Weekly lessons - grade level cross-referencing, etc. d. Classroom Management Techniques e. Strategies to Reinforce weekly lessons f. Bibliography of useful materials FACILITATOR GUIDE (small group session will provide further information as needed) a. Staff Development Section b. Evaluation Section 1) Student Survey 2) Sociometric Photochoice 3) Cooperative Task Observation 4) Communication Observation	

* Additional resources are listed in the bibliography.

** Directions and worksheets as needed for participant activities are in the Appendix.

Time Devoted to Topic	Lecture Topics and Activities	Resources
	PARENT GUIDE (small group session will discuss organization of Parent Component	
	a. Monthly Newsletters	
	b. Parent Discussion Group	
1/2 hour	CLASSROOM SOCIAL CLIMATE	Group Processes in the Classroom pp. 1 - 28
	1. Lecture: Climates and Growth	
	a. What is a classroom social climate?	
	b. How does it affect learning?	
	c. What are social skills?	
	2. Group Activity: "Why are Children Friends With Each Other? **	
2 hours	FRIENDSHIP	
	1. Lecture: Theories of Friendship Development	Project C.L.A.S.S. Teacher Handbook pp. 1 - 16
	a. Antecedents of Friendship	
	b. Diagnosing Classroom Friendship Patterns 1) Sociometric Photochoice 2) Informal Observation	Improving Classroom Social Climate pp. 10 - 30
	c. Classroom Management Techniques 1) Using random grouping strategies 2) Using pre-planned groups for special purposes	Group Processes in the Classroom pp. 120 - 145
	2. Group Project: Forming sociometric groups to alleviate friendship problems 1) Divide participants into small groups 2) Using matrix and cards in Appendix, practice forming appropriate groups	
	3. Overview of Project C.L.A.S.S. Student Objectives and Specific Activities to Encourage Friendship	
	4. Practical Experience in Building Friendships: "Getting to Know You " ** or "Three Wishes" **	

Time Devoted to Topic	Lecture Topics and Activities	Resources
1 hour	COMMUNICATION	
	1. Lecture: Communication in the Classroom	Project C.L.A.S.S. Teacher Handbook pp. 30 - 45
	a. Patterns of Communication b. Diagnosing Classroom Communication Patterns c Classroom Management Techniques to Improve the Communication Network	Improving Classroom Social Climate pp. 64 - 76
	1) Purposeful Language Experiences 2) Environmental Affects 3) Modeling	Group Processes in the Classroom pp. 180 - 207
	2. Demonstration Lesson: "Classroom Consensus" **	
	3. Overview of Project C.L.A.S.S. Student Objectives and Specific Activities to Improve Communication Skills	
DAY TWO		
1/4 hour	Get Acquainted Warm-up "Spider Web" **	
2 1/2 hours	COOPERATION	
	1. Lecture: The Cooperative Classroom: A Means to Enhance Cognitive and Affective Growth	Project C.L.A.S.S. Teacher Handbook pp. 17 - 29
	a. Why teach for cooperation? 1) Skills common to both leadership and cooperation 2) Academic advantage 3) Influencing friendship patterns 4) Influencing student self-perception	Group Processes in the Classroom pp. 169 - 171
	b. Organizing the cooperative classroom 1) Physical environment 2) Teaching for independence and interdependence to free you for small-group lessons	
	2. Group Activity: Simulation of Cooperation Assessment ** a. Role-playing b. Coding c. Analysis and evaluation	

Time Devoted to Topic	Lecture Topics and Activities	Resources
	3. Lecture: Competition or Cooperation? a. Relevant Research b. Practical application	Johnson & Johnson: *Learning Together and Alone*
	4. Practical Experience in Cooperation: "Five Square Puzzle" ** or "Jigsaw Snack Time" **	
	5. Overview of Project C.L.A.S.S. Student Objectives and Specific Activities to Improve Communication Skills	
	6. "Ways to Build Cooperation Into the Classroom Day"--a brainstorming session.**	
1 hour	COHESION	
	1. Lecture: Cohesion--Product/Producer of the Positive Classroom Social Climate	*Project C.L.A.S.S. Teacher Handbook* pp. 46 - 64
	a. Observation Techniques b. Classroom activities and strategies for building cohesion	*Improving Classroom Social Climate* pp. 221 - 229 *Group Processes in the Classroom* pp. 29 - 57 and 205 - 222
1 hour (2 - 1/2 hour sessions)	SMALL GROUP INTERACTIONS	
	Group I Additional Classroom Management Techniques	
	Group II Facilitating the Project--Staff Development, Evaluation	
	Group III Coordinating the Parent Component	
	Group IV Special Needs for Special Education	
1/2 hour	SUMMARY	
	1. Questions that have been brought up	
	2. Practical Experience in Building Cohesion "Word Picture" ** or "All Stars" **	

LECTURE NOTES

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Introduction	FG-15
Friendship	FG-16
Communication	FG-23
Cooperation	FG-31
Cohesion	FG-39

PROJECT C.L.A.S.S.

Lecture Notes for the Facilitator

The notes in this section are not intended to be exhaustive. Unless these subjects are in your field of specialty, you will want to do further research before your presentation. We have included an extensive bibliography for your convenience. The *In-Service Trainer's Guide for Improving Classroom Social Climate* (Vacha, 1979) and the theoretical discussions in *Improving Classroom Social Climate, Teacher's Handbook* (Vacha, et al) are excellent resources. We also refer you particularly to the Schmuck's *Group Processes in the Classroom* and the Johnsons' *Learning Together and Alone*.

It is important for you to emphasize that Project C.L.A.S.S. lessons relate to more than one goal and more than one area of the Project. "Puzzle Partners" is an example of how the activities provide experiences that increase skills in all three Project areas: cooperation, communication, and friendship.

It takes cooperation for members of the small group to assemble the puzzle pieces. Coming to consensus--a complex communication and cooperation task--is required to establish the subject matter to be illustrated. Then the work must be divided and completed to the group's satisfaction.

We hope that in doing this assignment, the children were able to see the others' viewpoint (a necessary part of good communication) and to express their own adequately.

We often notice that during this type of lesson, children discover a common liking or preference--one of the antecedents of friendship. And it is not unusual for group members to discover that one of them has a special skill. Sometimes that child is a less-liked one who then becomes more desirable as a friend.

These characteristics of the activities focused on cooperative behaviors suggest that cooperation is the central area in Project C.L.A.S.S. However, each of the three areas has a significant contribution to make to the others, and each is reinforced by development in the other two areas.

Facilitator's Guide

FRIENDSHIP

I. The goal of Project C.L.A.S.S. is to promote a "diffuse" pattern of friendships within the classroom.

   A. Within a diffuse pattern of friendships (students receive approximately the same number of nominations as liked or disliked on a fixed choice sociometric survey) it is difficult for a youngster to identify his or her place in the friendship structure of the class.

      1. Having a few friends provides the reassurance most children need to prevent anxiety about their attractiveness to others from interfering with their academic work.
      2. Because friendships are more or less evenly shared in diffuse friendship structures, there is no easily identified status hierarchy in the class and most children have at least a few friends.
      3. Project C.L.A.S.S. tries to eliminate "centralized" attraction structures.
      4. A centralized attraction structure occurs when there are obvious popular and unpopular students; in such a friendship structure most children know where they stand in the "pecking order" of the classroom.
      5. As a result, all but the most popular "stars" in the class are anxious about their popularity in the class, and their academic performance suffers as a consequence.

Schmuck and Schmuck (1979) have amassed considerable research evidence that there is a direct link between academic performance and classroom friendship structures. All other factors being equal, students in classrooms with diffuse friendship structures reach higher levels of academic achievement than students in classrooms with centralized friendship structures.

II. The Project goals involve increasing opportunities for children to make friends; they do not involve manipulating friendships or trying to destroy existing friendships.

A. There is no attempt to force all children to be friends.

B. The goal is to increase the number of friendships among students by increasing children's opportunities to discover new friends in the class.

C. The project merely provides students with more opportunities to make friends; whether or not these opportunities are utilized is left to the children to decide.

1. Project lessons and the classroom management strategies create opportunities to expose children to others with whom they do not usually interact.
2. This is necessary because classmates do not all interact with each other in the same ways.
3. Usually, children interact on an intimate and personal basis primarily within their existing friendship groups; their interaction with other classmates is usually limited and rather formal.

The Project C.L.A.S.S. lessons and classroom management strategies utilize the phenomenon of propinquity as a facilitator for the formation of new friendships. The more students interact with each other on an informal and intimate basis, the more likely they are to become friends. When children are not given opportunities to interact with those they do not know well, their friendships tend to be limited to members of certain neighborhood groups or on the basis of existing organizations to which they belong. The project attempts to extend their contacts to members of new groups.

D. The project utilizes shared interests to form a basis for new friendships.

Often communication patterns within a classroom do not provide opportunities for children to discover each other's interests because most of the communication is between individual children and the teacher. Lessons such as "Friendship Chain" and "Many Parts of Me" may help youngsters find others who like the same things. Unless they have this opportunity, the children are not likely to develop new friendships. Children are surprisingly ignorant of the likes, dislikes, attitudes, values, and interests of most of their classmates.

These opportunities to discover similarities are also important because people tend to believe that others sharing their attitudes, interests and opinions may be attracted to them. If we believe a person will like us, we are more likely to initiate friendships with him or her.

E. Friendships are promoted through Project C.L.A.S.S. activities which encourage recognition of each other's positive attributes and praise of positive actions.

Genuine and non-manipulative praise tends to create liking for the giver. In addition to the lessons such as "Bear Hugs" and "You're a Good Egg," the teacher has many opportunities throughout the school day to model this type of positive reinforcement and to encourage it on the part of the children.

F. There is an attraction between children who help others and those they have helped.

Many Project C.L.A.S.S. lessons use small working groups in which there are opportunities and need for informal peer tutoring. These cooperative efforts may provide a basis for both this effect and for that resulting from getting to know each other's similarities. It should be remembered that we tend to be attracted to those we help as well as those who help us.

G. By creating small groups, the project activities give students opportunities to introduce their friends to each other.

If during project activities or through the management techniques we help two children become friends, this "balance effect" will multiply the outcome since the two new friends may become friends with each other's friends over time. The balance effect helps insure that the class will become a newtork of interlocking friendship groups, and, as a consequence, the class will become more cohesive.

III. Classroom friendship is much more difficult to change than either cooperation or communication.

A. Improving cooperation and communication requires teaching new skills to the children, but improving friendship requires changing students' emotional responses.

   1. Emotions change much more slowly than skill levels.

B. As a consequence, the teacher must utilize classroom management strategies and instructional behaviors that promote friendships on a daily basis if the friendship structure of the class is to change.

   1. The Project C.L.A.S.S. lessons are too infrequent to produce large changes; they primarily function to maintain existing friendship structures and to prevent the friendship structure of the class from becoming more centralized.
   2. Emotional responses (and friendship always involves strong feelings or emotions) require frequent and consistent experiences to produce changes.
   3. Improving classroom friendships requires daily experiences and many opportunities for children to interact throughout the day.
   4. The classroom management strategies have been designed to provide the daily experiences needed to improve friendships.

It is important that the facilitator thoroughly discuss the antecedents of friendship with the teachers. Teachers must continually work to improve friendships on a daily basis if they are to improve the friendship structure of their class. To do so, they must have a thorough understanding of the antecedents of friendship (discussed in the Teacher's Handbook) if they are to modify the day-to-day life of the classroom. Only then can they expect to improve the friendship structure. Also, the facilitator should try to motivate the teachers to utilize the classroom management strategies as much as possible. The evaluation of Project C.L.A.S.S. clearly demonstrated that failure to utilize the management strategies is likely to result in little or no improvement in the friendship structure of the class.

IV. Project C.L.A.S.S. has a simple, effective method of diagnosing the friendship strucure of the classroom and suggestions for using the information to improve that structure.

A. Two forms of sociometric surveys are suggested.

   1. The Photochoice instrument is a means of assessing the friendship, or attraction, status of small children who cannot yet read.
   2. A simple list of names of class members with instructions to "circle your own name in red, those of the three children you like to be with best in blue, and those of the three children you do not like to be with in yellow" is a quicker procedure that can be used in second and third grades.

B. All information from these surveys must be kept confidential. The purpose is only for the teacher to devise groupings which provide opportunities for isolated or disliked children to make friends.

C. Instructions for using the data collected are given in Project C.L.A.S.S. Teacher's Handbook, pp. 7 - 12. It is important to follow this procedure since the groupings are formed around the neediest children.

D. The teacher can obtain much information concerning the amount and quality of a child's interactions with classmates by observing him during informal work sessions, the Project activities, and during recess periods.

It is during times when an adult is not structuring the activities that the teacher may observe behaviors not readily seen otherwise. Does the youngster hang back, lean on the walls, or slip away to wait-out the time in restrooms or unobtrusive corners? Is the child bossy, aggressive physically or verbally? Does the class break into the same groups continually? Are some children always chosen last for teams during recess? Are some children excluded from recess activities? If so, the use of the classroom management activities is definitely indicated.

E. The teacher needs to examine his or her own attitude and behaviors relative to the isolate or disliked child.

In one mid-year workshop, we heard a teacher comment, "Why that is incredible. The most disliked children are the two whose names I write most often on the board (for misbehavior)!" In our classroom visits, we think we have noticed more critical comments directed towards children who show up as disliked by many of their classmates on the Photochoice than towards other pupils. We have not made a formal tally of any kind, but because modeling is such an effective device in young children's learning, we are inclined to believe our impressions may be correct.

V. For maximum effect of Project C.L.A.S.S., it is important to use classroom management techniques and teaching strategies throughout the day which are compatible with those used during Project lessons and activities.

A. Reams of information are useless unless the teacher uses it carefully for structuring groupings to create situations which encourage change.

The Facilitator will want to go over the Classroom Management sections of the Teacher Handbook thoroughly with participants. These techniques have been used effectively in many settings. Our teachers found that they were important throughout the school day for improving the classroom climate. Our perception is that the more consistently teachers use various grouping strategies and cooperative work-study groups and the more frequently time is spent on the purposeful language activities and cooperative PE activities, the further the children move towards the Project C.L.A.S.S. goals.

1. Sociometric groupings should remain stable for a period of time.
   a. When changing a sociometrically-formed group, take special care to keep together a child and a new friend. It is important to maintain the less-liked child in this new, positive situation. We hope it will make him more attractive, then, to others.
   b. The data on which the grouping is based should be updated periodically.
2. Random groupings should change frequently.
   a. They provide additional opportunities for child-

ren to recognize each other's interests and abilities.

   b. Unpopular children are less likely to be rejected since their classmates recognize the time together will be limited.

3. With primary-age children, it is probably necessary to ability-group for the counter-part groups in Jigsaw Grouping.

Regrouping strategies look most time-consuming of all the Project C.L.A.S.S. management techniques. We feel that they are essential, however, to create a more diffuse attraction structure. The initial sociometric groupings may take an hour or two for a teacher working alone. We have had teachers tell us that they have found it most efficient to trade class cards with each other and form the groups for the other teacher's class. Their perception is that they are more straight-forward about using the sociometric grouping procedure when the class is unfamiliar to them.

B. The grouping strategies that are devised to help solve attraction problems also facilitate learning communication and cooperation skills.

   1. Our pupils were quite willing to work on cooperative tasks with less-liked youngsters because they knew the groupings were temporary.
   2. Sociometrically-based seating islands lend themselves to more effective communication between students and facilitate helping behaviors.
   3. In fact, seating islands formed with sociometric techniques or random grouping are especially effective because the resultant groups are small enough to encourage even shy students to interact, and they give students opportunities to interact throughout the day.

COMMUNICATION

I. It is through communication that people participate in groups and develop as individuals. Increasing children's communication skills creates opportunities for friendships and increases effective cooperation behaviors.

A. Many cognitive skills are listed by Brophy (1977) that are essential in addition to purely linguistic ones for successful communication. He suggests there must be ability to

1. separate relevant stimuli from irrelevant background.
2. determine which attributes of stimuli are important.
3. formulate a tentative message.
4. evaluate this message to see if it is appropriate and likely to be understood from the viewpoint of a listener.
5. change message if needed.
6. encode and transmit the message.
7. process the feedback from the listener.

B. Effective communication skills depend on developmental stages and opportunities for practice.

1. These skills depend upon the child's ability to become less egocentric in viewpoint and to learn to view things from another's point of view.
   a. Our kindergarteners frequently use heavily egocentric speech. They may often take turns but not really listen to what the other is saying and speak primarily about what is on their minds in a general way.
   b. Cooperative play and work situations promote conversations in which each one needs to listen to the others and respond appropriately.

    c. Frequent regrouping increases the opportunities for pupils to tap into communication networks that may already exist within subgroups in the classroom.
    d. Second and third graders are more able to question and investigate new experiences if they conflict with expectations.
        1) Can use chain of logic to reason backward or forward to make decisions about what is correct or what should happen in a given situation.
        2) Better able to reason correctly in response to problems presented to them verbally, provided that the problems deal with familiar content.

2. Role-taking is essential in effective communication.
    a. Flavel (1968) defines role-taking as the ability to understand the interaction between the self and another as seen through the other's eyes.
    b. Reciprocal role-taking implies an increasingly accurate perception of what another will do in a given situation and how one's own actions will affect the attitude of another towards oneself.

This interrelationship of role-taking with ability to select relevant attributes in describing objects for a listener was illustrated in a study of five-and-a-half-year olds. (Light, 1979) Another study of kindergartners (Harris, 1946) indicated awareness of behavior differences and ability to associate them with different children.

Recognition of behavior differences leads to awareness of different points of view--a requirement for effective communication. For this reason, a number of Project C.L.A.S.S. lessons and activities focus on increasing children's awareness of classmates' opinions and preferences.

As children listen to others share their responses to the activities such as "Friendship Chain" and "Many Parts of Me," they become aware of things important to those children. As "Secret Agents" or "Secret Pals," they try to decide on actions that will be helpful and considered nice by classmates. In "Adjective Attributes" children consider carefully which words best describe each other as they work in small groups.

Since role-taking implies knowledge of how another person looks at things and responds to them, these lessons should provide important practice. There are also interesting probabilities concerning the effect on the "Super Star" and the children in correlating lessons as they hear positive behaviors attributed to them by their classmates. We would expect an enhancing effect on their self-esteem and increased liking for those classmates.

3. Empathy, a concept closely related to role-taking, is described by the Schmucks as the most important psychological process inherent in communication.
   a. Feschback's model of empathy contains three components
      1) ability to discriminate and label affect states of others.
      2) ability to assume the perspective and role of another person.
      3) emotional responsiveness.
   b. Research indicates that cooperative learning situations have produced an increase in empathy.

Exercises in discriminating and labeling affect states are found in the twelfth and thirteenth weeks of Project C.L.A.S.S. schedule.

We want to emphasize repeatedly the advantages of small groups as means of increasing skills in all three Project areas. In small groups, children are likely to have more equity in opportunities to talk, listen, and question. They will have a greater opportunity to know what other children value and need. There will be increased opportunity to evaluate their messages from the viewpoint of the listeners, change those messages as needed, and receive feedback.

C. Opening channels of communication so that they may be shared by all class members is an important element in developing a positive classroom social climate.
   1. Increasingly this is important because of the diverse backgrounds from which children come into our schools.
   2. Shared communication channels expand opportunities for development of common understandings.

3. Development of vocabulary sufficient to express thoughts and feelings is essential.

It is highly important that Project C.L.A.S.S. teachers take time for debriefing the activities. In addition to the several questions at the end of each lesson, there is a section of suggested debriefing questions in the Teacher Handbook from which the teacher may choose the most appropriate for each situation. This practice of conceptualizing and generalizing from the lesson content has benefits beyond Project understandings. Building vocabulary, sharing in evaluation, speaking and being listened to--all are important aspects of group processes and individual growth.

These may be appropriate times for use of the "Mouth" to help ensure equitable opportunity for speaking. We have discovered, too, that some of our reluctant speakers seem to gain confidence while having their turn to hold the "Mouth."

D. For open communication to exist there must be acceptance of views expressed.

   1. The teacher has an important role to play. Modeling desired behaviors, particularly with verbalization of the action and the reasons for it, is an effective way to promote pro-social behaviors.
   2. James McCroskey suggests that teachers develop a "Communication-Permissive Classroom."
      a. Communication skills, like skills in other areas, require many opportunities for practice before they become functional and easily available to the child.

II. As teachers, we tend to become so focused on evaluating the responses of children to direct questions or to the amount of "unauthorized" communication between children that we are unaware of the communication patterns within our classrooms.

A. Informal observation during times when the children are free to talk provides insight into the levels of participation by various children.

  1. Does the child who is reluctant to answer direct questions talk more freely in the small-group? If so, is it a matter of group-size or fear of being wrong in the direct-questioning situation?
  2. Do certain groups of children usually cluster together during times when they can talk? Is there much mobility between the groups or do they seem to limit their communication to their specific group members?
  3. Are there children who continually monopolize the conversation in any grouping?

B. Informal use of the Project C.L.A.S.S. Communication Assessment may be of interest to you as a way of monitoring your own perception of children's participation in group discussions.

  1. Ask an aide, parent volunteer, or another teacher to fill in the assessment form while you are leading a discussion. It might be interesting to use one of the columns to tally your communication behaviors during this period also.
  2. If your class has matured enough to hold small group discussions independent of your leadership, you might want to record the behaviors of members during a small group discussion.

III. Classroom management strategies strongly affect the communication patterns and opportunities within the classroom.

A. The teacher should consistently model the type of communication desired.

    1. Children tend to have a small vocabulary of words to describe their feelings about classroom happenings. By using descriptive words in daily conversation as well as during Project activities and debriefing sessions, the teacher makes more precise communication available to her pupils.
    2. By openly communicating his feelings about classroom and playground events and by accepting open expression of the children's feelings, the teacher encourages communication which accurately reflects the children's feelings and concerns.
    3. Listening attentively to children and accepting their expressions of concern and feelings reassures them that it is safe to express their opinions, ask questions, and risk answers. It also encourages better listening behaviors on their part.

B. The seating arrangement dictates the type of communication that will occur.

    1. We recommend seating islands that have been set up sociometrically--not by ability-grouping--for the basic arrangement of desks. Five or six children in a group seems to be an effective number.
    2. The seating patterns may need to be changed temporarily according to the type of interaction--or lack of interaction--the schedule requires.
    3. There may be an initial increase in non-task related speech. The benefits of increased communication overall will outweigh that drawback.

C. It is important to structure the day so that there are legitimate times and reasons for communication between students.

    1. Cooperative work and study groupings provide focus for meaningful child→child as well as child→teacher communication.

2. Experiences with Project activities using both one-way and two-way forms of communication clarify the patterns needed for successful cooperative interactions.

D. The debriefing time for Project activities provides an effective setting for improving communication skills since the subject matter is directly experienced and the process of the activity, with its successes and failures, is fresh in mind.

   1. The debriefing strategies are also appropriate for other lessons in the curriculum and for analyzing classroom and playground events.
   2. During the debriefing sessions and other discussions use the "Mouth" as needed to insure an equitable distribution of speaking turns.
   3. While we are most concerned with establishing a classroom social climate that encourages every child to participate in discussions, we feel that it is important to allow a child to opt out of talking.

James McCroskey (1980) suggests that as many as one in every five young people experience communication apprehension by the time they are well into their schooling. The experiences during these first few years may set a pattern that makes succeeding years much more difficult than they should be.

Encourage, don't force. In some cases, seating the quiet child by children he likes in small-group learning sessions makes him more comfortable.

E. Regular use of the suggestions in the "Purposeful Language Experiences" (Teacher's Handbook, pp. 39 - 42) provides an open-ended structure which encourages attentive listening, regular participation, and knowledge of each other's interests, likes, and dislikes.

   1. Since awareness of similarities encourages friendships, that goal, too, is addressed by this important activity.

2. Participation in each day's sentence-sharing is entered into quite readily by almost all of the children. There is enough patterning to provide security with the need for personal input that makes the exercise meaningful.

COOPERATION

I. Learning to cooperate and learning within cooperative group structure are central to achieving the goals of Project C.L.A.S.S.

The largest gains in student performance during the developmental years of Project C.L.A.S.S. were in the areas measured by the Cooperation Assessment. It is interesting to note that similar results were noted by Heise (1942). After teaching techniques of cooperation, he concluded there was greater participation within the groups, group unity was maintained, and a "significant loss in the field of Noncooperative Behavior, including such things as Irrelevant Statements, Anger, and Misbehavior." Our children showed the greatest initial changes in lessening of noncooperative task and social-emotional behaviors.

A. Theorists in the area of interpersonal relationships have noticed the importance of an "it" in the "I-Thou" relationship.
   1. Children, as well as adults, find more open communication paths when they have something to concentrate on outside of themselves.
      a. Project activities provide this focus as well as providing practice in learning specific skills.
      b. To complete a product--the goal of most Project activities centered on building cooperation skills--interaction is required. It is necessary to talk together during the planning stages. Each person must assume a portion of the task.
      c. During the debriefing discussion, there is an actual product along with actual successes and problems encountered during the activity that are fresh in mind.

B. Particularly for the younger child, who may still be unable to conceptualize from impersonal experience, Project activities have a "here-and-now" quality.

Primary children learn more efficiently from active interaction with the environment. Thus, the "hands-on" approach used by Project C.L.A.S.S. correlates well with recognized developmental characteristics of the pupils.

In view of research findings (Piaget, Mussen and Eisenberg-Berg) and our situational observations of cooperative behaviors in our classrooms, we are comfortable with introducing structured cooperative learning tasks in the kindergarten and building on them throughout the primary grades.

C. Children come to comprehend the social order by social participation and role-taking.

D. Observational learning and the effect of modeling desired behaviors by others are significant factors in the acquisition of pro-social behaviors.

   1. Project C.L.A.S.S. activities are based upon active involvement. Every child has an opportunity to participate. Throughout the year, each youngster will be a member of a number of groups and will participate in a variety of ways in a variety of settings.
   2. Project C.L.A.S.S. activities provide a setting for younger children to observe the cooperative behaviors modeled by more mature pupils.
   3. Teachers, aides, volunteers, and cross-age tutors may also provide important modeling of cooperative behaviors during Project C.L.A.S.S. activities and throughout the school day.

II. It is possible to increase primary-age children's social cognitive abilities by a careful program of instruction.

Enright (1980) reports significant growth in first-grade children's social-cognitive abilities through the use of a program specifically focused on children's thoughts and actions. While Project C.L.A.S.S. does not use that particular model, it does use the experiences of Project children as the basis for discussion following each activity.

A. Aspects of pro-social behavior have been found to be more highly related to mental age than to chronological age.

1. Project C.L.A.S.S. cooperative activities require different levels of skills in cooperation.

Simple tasks of helping and of working together are required for the lessons "Lend-a-Hand" and "Color-Go-Round." The concept of cooperating by performing one's own individual task is emphasized in "Assembly Line" and "Crazy Quilt." It is a major step, which also involves more refined communication skills, to reach the point of successful cooperation required for activities such as "Stretch-a-Shape" and "Puzzle Partners."

B. The weekly Project activities provide a meaningful basis for development of skills required for cooperative behavior.

C. Strategies for cooperative learning need to be planned by the teacher to reinforce the lessons and further development of the skills.

   1. Use small-group learning strategies in all curricular areas (see below for further discussion).
   2. Regroup frequently whenever ability grouping is not required to provide children with experiences working with different children. In some classes there may be a dominant leader. By grouping, other children may gain opportunities for leadership.

III. The effects of cooperative learning techniques have been positive over a variety of affective goals.

A. Cooperative learning promotes interpersonal liking, attraction, and trust.

B. Children perceive their peers to be more supportive and their teachers more accepting.

C. Children are more cooperative and altruistic than traditionally-taught pupils.

D. Children are more open-minded and accepting of differences.

E. Children can identify their own growth areas.

   1. They express awareness of having learned to help classmates.
   2. They know how to discuss and solve problems together.

3. They realize they can carry out tasks together.

F. The cooperative classroom provides an environment facilitating growth towards mature concepts of justice.

1. These concepts grow out of experiences children have with cooperation, reciprocity, and role-taking with their peers.
2. As youngsters participate in cooperative games and learning experiences and as they evaluate the activities, they learn to assume others' views--to take roles--and to experience discussion and criticism as equals. In this process, the child's egocentrism diminishes and concern for the rights of others becomes more important.

IV. Cooperative behavior skills have been observed to transfer to interactions with peers who were not members of the same learning team and to behavior in social situations not structured by the teacher.

A. This takes on particular importance since studies and observation have shown that knowledge of pro-social behavior is not a predictor of consistent pro-social performance.

B. Cooperatively structured learning groups have resulted in fewer cross-ethnic conflicts and increased cross-ethnic helping behaviors.

Studies by Sharan, Slavin, Skon, Johnson and Johnson, and Hertz-Lazarowitz suggest that these results of using student learning groups and teams may be one of the most important outcomes of cooperative techniques. While there may be many ways of increasing student achievement, and we'll discuss the positive aspects of cooperation on that achievement below, there is some evidence that fostering interracial cooperation is the most effective means of improving racial attitudes and behaviors in schools.

V. Cooperatively-structured learning groups promote high achievement in a number of cognitive learning tasks.

A. High ability children benefit as much when working with medium-ability and low-ability peers as when working with other high ability children.

1. Discussion with peers seems to be more crucial than the ability of one's cooperative group.

B. Numerous research studies suggest that cooperative learning provides superior results in:
   1. solving conservation tasks.
   2. concept attainment.
   3. categorization and retrieval tasks.
   4. language acquisition.
   5. communicating more effectively.
   6. mathematical reasoning.
   7. tasks requiring problem-solving skills.
   8. utilizing reflective thought and ability to predict the effects of one's behavior.

The facilitator may wish to review the considerable body of research recently published. We especially suggest the books by Johnson and Johnson and the articles by Skon, Johnson and Johnson, Sharan, Slavin, and Hertz-Lazarowitz. Aronsen's finding on the results of Jigsaw groupings have also intrigued us. We have included a lesson for each level using this technique as well as an introductory lesson. Project teachers use it as the instructional mode in various subjects.

VI. The skills important to cooperative learning situations correlate with the skills essential for effective leadership.

A. Any member may become a leader by taking actions that serve group functions.

B. Any leadership function may be fulfilled by different members performing a variety of behaviors relevant to the group task.

In Joining Together, the Johnsons discuss the distributed-functions approach to leadership (pp. 22-31). Although a major emphasis on regrouping frequently for Project activities and other lessons is to facilitate friendships, it is important to recognize that children behave differently in groups of various sizes and with differing memberships and functions. By avoiding static group memberships, we hope to provide more opportunities for children to explore their own capabilities as contributing group members and discover potential for performing leadership functions.

VII. For academic achievement, cooperative techniques are no worse than traditional, and *in most cases they are significantly better*. (Slavin, 1980. Emphasis our own.)

A. For some routine practice, a competitive mode of instruction may be more appropriate. Careful organization of teams within which peer tutoring occurs, followed by careful structuring of team competition has been effective.

B. Considering the important affective outcomes of cooperative group learning in addition to the cognitive outcomes, the small-group cooperative mode seems the best choice for most occasions.

In reply to the question, "But, isn't it best to prepare the children for the real world with all of its competitive aspects?" we like Terry Orlick's reply to the effect that knowing a youngster is likely to indulge in junk food later does not predispose the parent to use it as the baby's diet. Just as a healthy diet during childhood may counteract some of the effects of junk food, we hope that the skills and self-confidence gained through experiences in the cooperative classroom will provide the growing student with confidence in meeting new situations.

C. Since each student in a cooperative structure seeks an outcome that will be beneficial to all group members, honest, relevant, and open communication will exist.

   1. Each group member is interested in informing and being informed.
   2. Competition limits communication since it is to one's disadvantage to share information.

VIII. The classroom environment creates expectation for types of behavior.

A. Placement of furniture announces the teacher's expectations.

   1. Rigidly-spaced rows of desks facing the same direction with space around each declare that each pupil is on

his own and is not expected to interrelate with anyone except the teacher.

2. Paired or grouped desks suggest that helping and communication may be appropriate at times.
3. Centers for exploration in various subjects with various materials and space for a given number of children make yet another statement about the nature of learning.

B. The type of time-schedule of grouping structures used by the teacher provide expectations concerning appropriate behaviors.

IX. With children who have not been in cooperative and independent learning situations many skills of cooperation must be separately taught.

A. Role-playing how to solve typical classroom situations prevents confusion.
   1. Not enough supplies for each child.
   2. Needing help when the teacher is busy with another child or group.
   3. Asking for help and helping peers in an orderly, non-disruptive manner.

B. Providing practice in developing cooperative skills can be accomplished by asking a group of children to make something together, to complete one report, to share ideas in a small group discussion.

C. Recognizing, defining, and encouraging children's spontaneous cooperative attempts are means of increasing the behaviors you want.

X. Cooperation can be reinforced by modifying the rules for existing games and creating new ones in which positive interaction is reinforced. (see Teacher's Handbook, p. 25, 272-280.)

XI. Cooperative physical education activities increase group involvement and fun as well as peer acceptance and appreciation.

A. Page 26 in the Teacher's Handbook presents questions to ask yourself concerning the outcomes of your physical education program.

Our teachers have been enthusiastic about their experiences with the games suggested in Terry Orlick's The Cooperative Sports and Games Book--Challenge Without Competition and in The New Games Book. (Fluegelman)

B. If you are able to select cooperative activities in which there are no losers and the final outcome is not important, the children are free to experience the joy of play and the excitement which accompanies a successful endeavor.

XII. Be alert for areas which can be used with cooperative small-group learning strategies. The outside world is replete with competitive teams involving even our youngest children. They need many experiences in the skills needed for capable group membership.

COHESION

I. A school can be a big and frightening place to a young child. Even the classroom itself contains more children for longer periods of time than she has had to cope with and relate to before. Finding a place in the group and feeling a desired member of the group are essential to relieving the tension and anxiety that make learning difficult.

- A. Having a single friend or two can be a good beginning.
- B. Even this positive aspect loses part of its effectiveness, however, if the general classroom social climate is one of bickering, animosity, disinterest.

II. We want the children in our classrooms to experience what may be described as a cohesive group feeling.

- A. Each shares in some aspect of the classroom life as an active participant and decision-maker.
- B. Each feels a sense of belonging to the larger group and recognizes it as a positive aspect of her life.
- C. The group as a whole has its own identity--our class--which is something special.

III. The activities in the Project areas help establish this sense of cohesiveness--the shared experiences which act as a kind of "glue" holding the class together.

- A. As children experience success in cooperative enterprises, they gain confidence in their abilities to work together and succeed together.
- B. The debriefing discussions and discussions about classroom and playground events foster a problem-solving approach that indicates the group can work out difficulties.
- C. Participating in many different groups breaks down the barriers between sub-groups and facilitates cross-group interaction.

IV. But, what if the group excludes one or two children or becomes solidified in attitudes which are not positive?

A. This is less likely with young children as a whole class, but sometimes happens with small groups.

B. Increased emphasis on focusing pupils' attention on observed positive behaviors reinforces those behaviors.

C. Adding lessons in the needed areas from earlier grades or scheduling repeated lessons with adaptations is helpful.

D. Using the class "stars" to work with isolated children may make those children more acceptable to the class.

V. The Teacher Handbook (pp. 46 - 52) contains many simple suggestions that our teachers have shared about ways they try to increase the "we are great" feeling in their classrooms.

We began with the comment that the teacher is the catalyst in this Project. Her expectations for the successful development of a positive classroom climate combined with regular use of the lessons and management strategies will make a difference. We would hope, too, that she is both comfortable with this approach and inquiring enough to monitor its progress and adapt the materials as necessary to her group's benefit. Recognition of the importance of these skills to the children, awareness of the complexities and changes within the structure of the classroom, and persistence when movement seems slow are probably the best "recipe" for establishing a nurturing, effective classroom.

Add the enthusiasm that comes with seeing children functioning well both as individual and group learners. Movement towards the Project goals is inevitable.

EVALUATION

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THE SUCCESS OF PROJECT C.L.A.S.S.

Summary of the Evaluation of the Project

The following discussion briefly describes the evaluation of Project C.L.A.S.S. in nontechnical language. The evaluation of the project was quite complex because so many objectives were evaluated and multiple measures for several of the factors were used. The evaluation also involved rather complex statistical tests of significance (analysis of covariance). This summary is a simplified version of the original evaluation report. See Vacha, 1982, for the complete evaluation report.

Project Objectives

Four kinds of objectives were selected for evaluation of Project C.L.A.S.S. The most important were student performance objectives. We wished to know if the project produced changes in students' abilities to cooperate on group tasks and to communicate in group discussions. In addition, we evaluated the project in terms of students' attitudes. In particular, we wished to find out if the project improved students' evaluation of their class. We also evaluated the project in terms of its impact on teacher performance. The project not only attempts to change students' behaviors and attitudes, it also attempts to make teachers more effective in maintaining positive social relations among their students. Finally, we evaluated the project in terms of its impact on parents. We wanted to know if the project improved parents' evaluations of the schools. Did the parent newsletters help parents teach the social skills necessary for their children to contribute to the development of a positive classroom social climate?

Each of these four types of objectives required different kinds of research strategies and each was analyzed separately. We believe that a truly effective program for improving classroom social climate should achieve all four types of objectives because each element --- students' behaviors, students' attitudes, teachers' performance, and parents' attitudes --- has an impact on classroom social climate.

The Research Design

Project C.L.A.S.S. was evaluated in Orcutt Union School District during the 1980-81 school year. Twenty-one teachers who volunteered to participate in the project were randomly assigned to either a comparison group or the project group. Classes from kindergarten through third grade were included in the evaluation (including several combination classes) and the classes were drawn from six different schools.

Students in both the comparison classes and the project classes were pretested in the fall and posttested in the spring. The comparison classes did not participate in any of the project activities. Most of the evaluation involved comparing the posttest scores of project students (and their teachers and parents) with the posttest scores of the comparison groups. The posttest scores were usually statistically adjusted for differences in pretest scores through an analysis of covariance. Most of the posttest scores described in this chapter are adjusted average posttest scores that take into account differences between various groups' pretest scores.

RESULTS

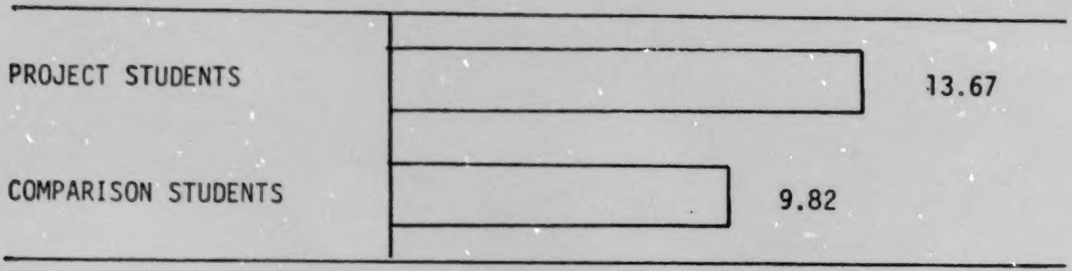
Student Performance Objectives

Objective I: The Project Will Produce an Improvement in Students' Abilities to Cooperate

We evaluated this objective by having groups of students engage in a standardized activity requiring cooperation. The students were observed and their behavior was recorded using an observation schedule. (The activity and the observational schedule are described in another section of this handbook.) Four kinds of behavior were observed: Positive task behavior (sharing, giving information and advice, working on the task, etc.); positive social-emotional behavior (praising, encouraging others etc.); negative task behavior (demanding, griping, bossing, monopolizing materials, destroying others' work, etc.); and negative social-emotional behavior (ridiculing others, name-calling, interrupting, etc.). The positive task and positive social-emotional behaviors contribute to the over-all cooperativeness of the group while negative task and negative social-emotional behaviors reduce or undermine overall cooperativeness of the group.

The project students had better posttest scores than the comparison students on each of these behaviors, and the differences were statistically significant at the .05 level. Figure I summarizes these results. Each of the four kinds of behavior measured were combined by adding average positive task and social-emotional behavior scores and subtracting the negative task and social emotional scores to form a single overall cooparativeness score. The higher the score, the more cooperative the students. As Figure I indicates, the project students were much more cooperative than the comparison group students.

FIGURE I: AVERAGE STUDENT COOPERATIVENESS SCORE

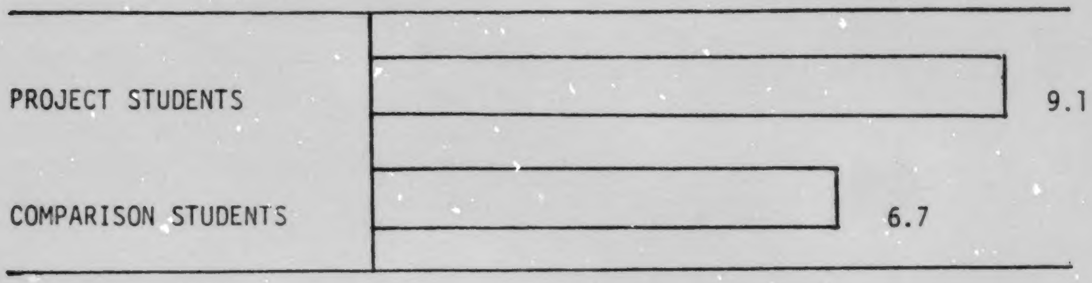


Objective II: The Project Will Improve Students' Abilities to Communicate in Group Discussions

The students were also observed engaging in a standardized group discussion. The students' positive communication behavior (responding appropriately, talking on topic, listening, etc.) and their negative communication behavior (talking off topic, not listening, attending to distractions, etc.) were observed and recorded during the discussion. (The discussion and the observational schedule used are also described in detail in another section of this handbook.) The project students had better scores than the comparison students for both positive and negative communication behavior and the differences were statistically significant at the .05 level. The project students engaged in more positive communication behavior and less negative communication behavior than the comparison students.

Figure II summarizes these results. The adjusted average frequency of negative communication behavior was subtracted from the adjusted average frequency of positive communication behavior to yield an average student communication ability score. The higher the score, the more effective students were in participating in group discussion. As Figure II indicates, the project students had much better communication scores than the comparison students.

FIGURE II: AVERAGE STUDENT COMMUNICATION ABILITY SCORE



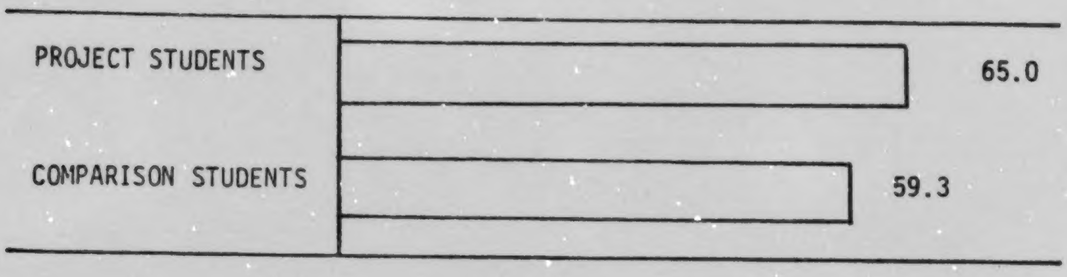
The Student Attitude Ojective

Objective I: The Project Will Improve Students' Evaluation of the Social Climate of Their Class

This objective was measured by having students respond to a seventeen item survey asking them to rate their classmates and teacher in terms of their friendliness, cooperativeness, tolerance for individual differences, helpfulness, and ability to solve problems collectively. This rather unique survey was especially designed for students in the first through third grades. We were unable to devise a reliable survey for kindergarten students. (The survey and instructions for administering it are included in another section of this handbook.)

As Figure III indicates, the project students had higher adjusted posttest survey scores than the comparison students, and the difference was statistically significant at the .05 level of significance. The project students evaluated their classes more positively than the comparison students. This suggests that the project students were able to perceive the improvements produced by the project, and they probably enjoy school more than those not participating in the Project C.L.A.S.S. program. These results are important because students' academic performance is often correlated with their liking for school.

FIGURE III: AVERAGE STUDENT SURVEY SCORE

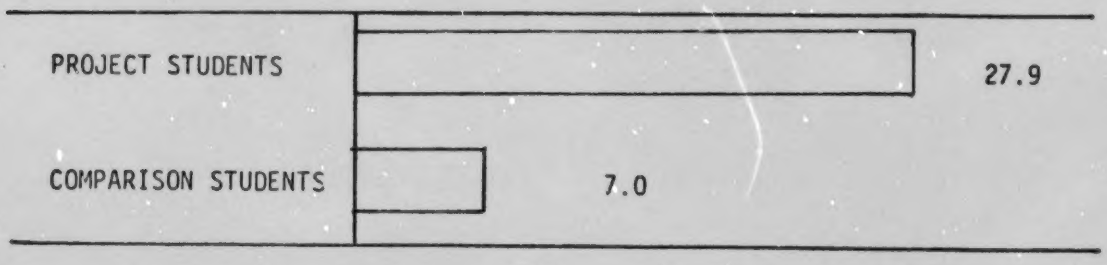


The Teacher Performance Objective

Objective: The Project Will Improve Teachers' Abilities to Help Their Students Solve Problems of Cooperation, Communication and Friendship

Classroom social climate is largely dependent on teachers' abilities to provide an atmosphere conducive to good social relations among their students. If teachers are to improve the social relations among their students, they must be able to adopt strategies for resolving students' problems cooperating, communicating, and making friends because these problems can be very disruptive. Accordingly, we asked the teachers to list all the strategies for solving cooperation, communication, and friendship problems they had used during the school year. As Figure IV indicates, the project teachers were able to list many more strategies for solving these problems than the comparison teachers.

FIGURE IV: AVERAGE NUMBER OF STRATEGIES USED BY TEACHERS TO SOLVE STUDENTS' SOCIAL PROBLEMS



These findings suggest that teachers need more training in dealing with problems of friendship, cooperation and communication. They also suggest that

Project C.L.A.S.S. can provide this training by providing teachers with specific strategies and by fiving teachers the necessary theoretical background to allow them to devise their own strategies.

The Parent Objectives

Project C.L.A.S.S. attempts to help parents as well as students and teachers. The project had three parent objectives that were evaluated.

Objective I: The Project Will Help Parents Deal With Their Children's Social Problems In the Classroom

We wished to increase the amount of help available to parents whose children had problems cooperating, communicating, and making friends with their classmates. This objective is particularly important in the light of the results of the evaluation of teacher performance. As the preceeding discussion indicates, teachers not in the project were able to devise very few strategies for improving their students' abilities to cooperate, communicate, and make friends. A survey of parents which asked who provided them with help when their children had these problems indicated that teachers are the main source of help. Given the limited ability of teachers not in the project to devise strategies for helping children overcome these problems, it is evident that parents need an additional source of help. Providing parents with help was also accomplished through the Parents' Newsletter. The newsletter provides suggestions for parents to help them teach their children social skills and to help them become more successful in their relations with their classmates.

To evaluate this objective we asked parents to indicate on a survey whether or not they believed the schools provide them with enough help in dealing with their children's problems making friends, cooperating with others and communicating effectively with their classmates and teachers. About 68% of the project students' parents surveyed indicated that they believed the schools provided them with enough help, whereas only 48% of the comparison students' parents believed they received enough help.

Objective II: The Project Will Improve Parents' Attitudes Toward the Role of the Schools in Helping Them Deal With Their Children's Social Problems in the Classroom

Some parents and groups fear that the schools may become too much involved in family life. If the project is successful, it should allay these fears; otherwise, the parents may oppose implementation of the project.

To evaluate this objective, we asked the parents to indicate whether they believe the schools should not try to help parents deal with their children's social problems. We wanted to know if the project was successful without intruding into family life in an unwarranted or negative way. We found that while 17% of the comparison studdnts' parents believed the schools should not try to help, only 2% of the project students' parents believed the schools should not try to help parents in this area. Apparently, many parents distrust the involvement of the schools, but the help provided by the project is sufficiently effective and/or is sufficiently unobtrusive to allay most parents' fears.

Objective III: The Parents Will Positively Evaluate the Parent Newsletter

Finally, we asked the project students' parents whether or not they had actually used some of the activities suggested by the newsletter and whether or not they wished the newsletter would continue to be sent to them. Over 88% of the parents surveyed reported that they had used at least some of the activities suggested by the newsletter and about 41% said that they used at least half of the activities suggested in the newsletter. Furthermore, over 95% of the parents surveyed indicated that they hoped the newsletter would continue to be sent to them. These results suggest that most parents do value the help provided by the project and they found the newsletters to be useful.

In conclusion, the evaluation of the project indicates that it helped students, teachers, and parents. The results also indicate that all three groups found that improving classroom social climate is important.

REFERENCES

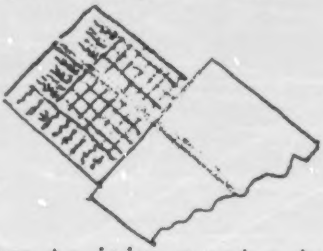
Vacha, Edward F. "Evaluation of Project C.L.A.S.S." Sacramento, CA. California Department of Education, E.S.E.A. Title IV-C.

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

DIRECTIONS FOR ADMINISTERING PHOTO-CHOICE

1. Use poloroid pictures with faces approximately one inch square. Cut apart and paste on sheet of paper with space around each face and the appropriate name under each. (If commercial school pictures are available, mount and label them to save time and money.)

2. List the children's names along left side and top of the Class Matrix. Have another sheet to use as a mask. By starting at the bottom and working up, the mask covers other children's choices as well as helping you stay on the correct line. It is also helpful to place a strip of paper vertically to make sure you record a child's choice in the correct square.



3. Ask one child at a time to join you at a table in a location sheltered from on-lookers.

4. Say to child:

   "Let's pretend you are going to have some free time. You may choose just three people to be with you--three people you'd like best to be with. Which three would you choose?"

   When the child points to the three choices, put a plus mark in the box on the "chooser's" line under the "chosen's" names. Then say,

   "O.K. Now, about which three would you tell me, 'No way--I don't want them to be by me!'"

   Put a minus sign in the boxes showing these choices.

5. Thank the child and ask him or her to quietly send the next child on your list to you. (Remember to go from bottom to top.)

6. Allot fifty to sixty minutes for most primary classes. This is easily done while the other children are involved in individual or class activities.

PROJECT C.L.A.S.S.

Matrix for Photo-Choice

Chosen →

Chooser ↓

MATRIX FOR SOCIOMETRIC SURVEY

Chosen → Chooser ↓	Alex	Andra	Ashley	Bev	Chris	Erik	Gina	Glen	Heather	Holly	Janea	Jennifer	Kelly	Kendall	Lisa	Marissa	Mark	Melissa	Mike H	Mike S.	Patrick	Robby	Sean	Shane	Stacia	Suzanne	Tyler	Vincent
Alex					−														−		−							
Andra				−								+	+	+									−	−				
Ashley				−					+	−	+					−									+			
Bev	−	+										+			+								−	−				
Chris				−							−								+	−	+		+					
Erik			−	−															−		+	+						+
Gina	−	+		−								+						+						−				
Glen			−	−												−						+		+	+			
Heather		−	+	−							+		+											−				
Holly	−																−				+		−		+	+		
Janea		+							+				+									−		−			−	
Jennifer		+		−			+										−						−			+		
Kelly				−					+	−					+	−									+			
Kendall		+	−	−													−			+							+	
Lisa													+				−	+								+	−	
Marissa			−	−	+				−		+														+			
Mark	−					−		+														+		+			−	
Melissa		+										+					−							−		+		−
Mike H.	−			−	+																+		+				−	
Mike S.			−	−	+		−							+													+	
Patrick				−	+				−		−			+					+									
Robby			−	−													+						−	+	+			
Sean				−						−						−				+				+			+	
Shane				−				+	−											−		+	+					
Stacia			+							−			+		−	+		−										
Suzanne		+					+	−				+											−	−				
Tyler																												
Vincent																												

DIRECTIONS FOR COOPERATION ASSESSMENT

Have a box of materials (suggested list below) for each group of five or six students; a clipboard with a Cooperation Assessment form for each observor coding a group.

Boys and girls, we are going to do a special activity today. Each of you will work in a group of five or six children. In your group, you will take the stuff in one of these boxes and make something TOGETHER.

First, let's look at what a box has in it.

Hold up the items as you name them.

You will have:

1. a big box
2. a little box
3. an egg carton
4. a styrofoam meat tray
5. FOUR paper plates
6. FOUR styrofoam (or paper) cups
7. FOUR wooden popsicle sticks
8. ONE piece of paper (colored)
9. ONE cardboard tube (or juice can)
10. ONE roll of tape
11. ONE crayon
12. ONE pair of scissors

Now, let's put a number on each of you and make our groups.

Count children off from class role to get a random sample. Have another person stand at a work area and put a number on the back of each child named for that group, then move to a second work area and affix numbers, etc. Put the numbers used, or name of child at the top of each column on the assessment form.

I wonder what your group will make. Remember, all of the children in your group work on ONE thing. You will have to decide together what it will be. And, did you notice something else? How many scissors are there? How many roles of tape? How many crayons? Remember, that's all you can use.

We have a special rule for this activity. Don't touch anything in the boxes until the lights go off and on. Then you can begin. When the lights go off again *(15 minutes work time--do not tell the children)* you will stop immediately. Put down your things even if they are not finished and put your hands on top of your head. Are you ready? Remember, think about what you are going to do and make something together.

As the group works, observe each child in turn for approximately 10 seconds. Place a tally mark in the column corresponding to the child's number or name opposite the behavior that best describes what the child is doing during that interval. Go on to teach child in turn Mark only one behavior for the child being observed. Do not code any actions by children out of the observation sequence.

Repeat for the rest of the work period.

PROJECT C.L.A.S.S.

Cooperation Assessment Form

TEACHER________________________ SCHOOL__________________ GRADE_____ E or C

DATE_______________ BEGINNING TIME_________ ENDING TIME_________ TASKS______

TASK ORIENTED BEHAVIOR								
GROUP	interdependent, sharing gives information, answers questions, asks for information or materials, verbalizes pattern or structure of task, works on tasks, complies, cooperates, initiates							
INDIVIDUAL	working alone experimenting with own product							
GROUP	uncooperative demands, gripes, bosses, grabs, monopolizes materials, interferes, refuses to let go, unilaterally changes another's contribution, destroys							
INDIVIDUAL	withdrawal, not working "goofing off"							
SOCIAL - EMOTIONAL BEHAVIORS								
POSITIVE	encourages, accepts others' contribution, gives others recognition, asks for recognition same as above, non-verbally							
NEGATIVE	ridicules, name-calls, interrupts, comments negatively disapproves, ignores							
OBSERVING BEHAVIOR								
	watches group, non-participating							

PROJECT C.L.A.S.S.

Cooperation Assessment Form

TEACHER Ms Jones SCHOOL Park St. School GRADE 2 E or C

DATE ____ BEGINNING TIME 10:15 ENDING TIME 10:30 TASKS ____

Sample

TASK ORIENTED BEHAVIOR		b - plaid shirt	g flowered dress	b College shirt	g pigtails	b wears glasses		
GROUP	interdependent, sharing gives information, answers questions, asks for information or materials, verbalizes pattern or structure of task, works on tasks, complies, cooperates, initiates	𝍷𝍷𝍷	𝍸	𝍷𝍷𝍷		𝍷		
INDIVIDUAL	working alone experimenting with own product	𝍸 𝍷𝍷𝍷𝍷	𝍷𝍷𝍷𝍷	𝍸 𝍷	𝍸 𝍸 𝍷𝍷𝍷	𝍸 𝍸 𝍷𝍷𝍷𝍷		
GROUP	uncooperative demands, gripes, bosses, grabs, monopolizes materials, interferes, refuses to let go, unilaterally changes another's contribution, destroys		𝍷	𝍷𝍷				
INDIVIDUAL	withdrawal, not working "goofing off"	𝍷	𝍸	𝍷𝍷𝍷𝍷	𝍷𝍷𝍷	𝍷𝍷		
SOCIAL - EMOTIONAL BEHAVIORS		Brad Jones	Sarah Smith	Joe Roberts	Jean Lee	Raul Rodriguez		
POSITIVE	encourages, accepts others' contribution, gives others recognition, asks for recognition same as above, non-verbally	𝍷𝍷𝍷		𝍷				
NEGATIVE	ridicules, name-calls, interrupts, comments negatively disapproves, ignores			𝍷				
OBSERVING BEHAVIOR								
	watches group, non-participating	𝍷	𝍷𝍷		𝍷			

FG-'54

PROJECT C.L.A.S.S.

Classroom Learning to Attain Social Skills

DIRECTIONS FOR COMMUNICATION ASSESSMENT

Following an activity such as the one in the Cooperative Assessment, divide the class into two sections for discussion. Ask a teacher or aide to take one group to another location for discussion. Include the children in the observed group(s) plus enough others to make a sample group of fourteen or fifteen. Have the children sit in numerical order, preferably in a semi-circle on the floor. If this is a formal evaluation, the evaluator who gave the instructions for the Cooperation Assessment leads this discussion while the second evaluator codes the Communication Assessment forms during the ten minute discussion. Each child is coded in sequence for the duration of the discussion. Do not code behavior heard or observed when you are not focused on a particular child. Keep a smooth rhythm in your cycles of coding.

Boys and girls, I saw some interesting things happening in your groups while you were working. We have some time now to talk about the activity you just did.

Some suggested questions are listed below. You may find it difficult for the children to manage a discussion for the full ten minutes. It is important, however, to code the group for that length of time since you will also be coding for ten minutes during the post-test.

Maybe one of you would like to start by telling us about your group.

How did you work together?

Do you remember the instructions I gave you?

Did you think about one thing to make together and decide on it?

How did you decide?

Was this job easy? Hard?

What were the hardest things? Did you figure out how to work together anyway?

What were the best things about this job?

Would you like to do it again?

If we could do it again, what could I bring to make it better or easier?

How many ways did you cooperate with each other in your group?

Does anyone want to describe what you made?

PROJECT C.L.A.S.S.

COMMUNICATION ASSESSMENT

TEACHER____________ SCHOOL____________ GRADE____ E or C DATE________

BEGINNING TIME________ ENDING TIME________ TASKS________________________

RESPONDS
1. appropriately
2. inappropriately

INITIATES

3. on topic
4. off topic

LISTENS/WAITS

5. positively - hand up, listening, attending, waiting
6. negatively - self-stimulating, attending to distractions

FG-57

PROJECT C.L.A.S.S.

COMMUNICATION ASSESSMENT

TEACHER Ms. Jones SCHOOL Park St. School GRADE 2 E or C DATE

BEGINNING TIME 10:40 ENDING TIME 10:50 TASKS Discuss cooperation task

RESPONDS
1. appropriately
2. inappropriately

INITIATES
3. on topic
4. off topic

LISTENS/WAITS
5. positively - hand up, listening, attending, waiting
6. negatively - self-stimulating, attending to distractions

FG-58

Sample

Brad	Sarah	Joe	Sam	Dan	Lynda	Mike	Ann	Nickie	Joan	Mary	Matt	John	Sandy
5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	1	5	1	5	6
5	5	5	5	2	5	5	5	5	5	5	5	5	5
5	2	2	5	5	5	1	5	5	1	5	2	5	1
5	5	1	5	5	5	5	5	5	5	1	5	5	5
5	5	3	5	5	5	5	5	5	1	5	5	5	5
5	5	5	5	5	1	5	5	5	1	5	5	5	5
5	5	3	5	5	5	5	5	5	1	5	5	5	6
6	5	1	5	5	5	5	6	6	5	5	5	5	6
5	5	5	1	5	5	5	6	5	5	5	5	5	5
5	5	5	6	5	5	5	5	5	5	1	5	5	6
6	6	5	1	5	5	5	1	5	5	5	5	6	6
5	6	4	6	6									

STUDENT PERCEPTION SURVEY

INSTRUCTIONS

Before administering the Student Perception Survey, prepare a chart and jars to use as illustrations. Put popcorn kernels in each of five jars (one-pound peanut butter jars, for example) so that one is full, one is mostly full, one is about half-full and one with only a small amount and the fifth jar is empty.

Plan a chart so that the real jars stand in front and just below the pictured jars. It must be large enough to be clearly seen by all of the children. See attached illustration.

Instructions for administering the survey:

"This year your teacher and your class are participating in a special project. To make school the best place possible for each child, we need to know how you feel about your classroom."

"We call this a survey. It gives you a chance to tell us what your opinion is--what you think about things. There are no wrong answers. The answer that shows what you think is the right one for you. Let's try something. What is your favorite kind of ice cream? *(Choose a child.)* O.K. That's your opinion. What about you? *(When you get different answers, go on.)* " *Child's name* thinks *ice cream flavor* is best and *name* thinks *flavor* is best. Is one of them wrong? No. Each has a different opinion and his/her answer is right for him/her. This is a secret survey. Not even your teacher or your classmates will see your answers. To keep the secret you will not tell anybody else what you are writing down or look at your neighbor's paper."

Now, I'm going to tell you how to mark your papers. Look at these jars. The first one is full of corn kernels. All the space is full. Look at the next one. Most of the jar is full. The next jar is About Half full. There is only a small amount in this one--Not Many kernels of corn, and None at all in the last one. We'll leave this chart up to look at if we need it while we are marking our papers."

"But first, will the _____ graders in this room stand up? That's right. All of you are standing. If I say, 'Children who work together...' and you think, 'Yes, all of them do in this class,' you will mark the jar that is All full. You may sit down."

Choose a set including most of the children and demonstrate by having those children stand up. Refer to the jar that is Mostly full. Continue with groups illustrating About Half, Not Many, and None. In each case, relate the group of children standing to the appropriate jar.

"Let's try the first two questions together. First, put your name on your paper....."

"Find the row with one star on it. Put your marker under the row. Listen. 'Children who like to work together.....' "If you think all of the children in this class do, put an X on the jar that is All full, like this *(demonstrate)*. If you think Most of them do, put an X on the jar that is Mostly full. If about half of the children in this class like to work together, mark the middle jar About Half. If Not Many do, mark the jar with not many kernels of corn, and if None like to work together, mark the empty jar with no kernels of corn in it at all. You should have put an X on just one jar to show us what you think. If you make a mistake and marked the wrong jar, you can scribble that one out and mark the one you want."

"Are there any questions?"

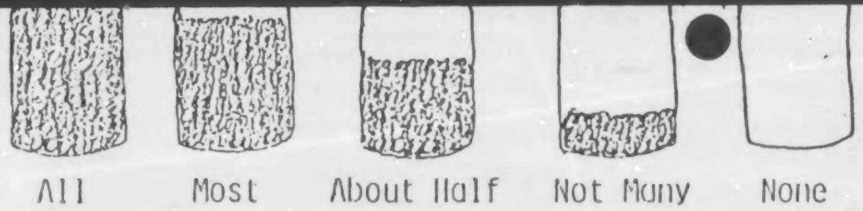
Proceed with the second sample question, checking for understanding of the marking system.

"Good. Now we are ready to start the survey. Listen carefully to each question, decide what you think about it and mark ONE jar. Remember, this is a silent, secret survey about your own class."

"Put your marker under the row with the Number One. Listen ......"

Children in your class who like to work together...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL work together; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

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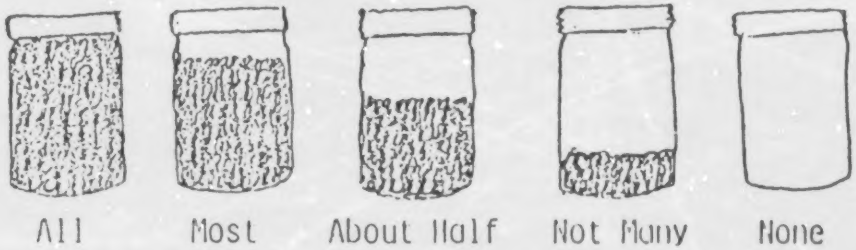
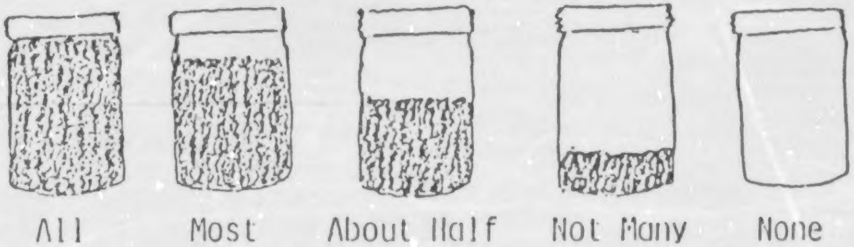
** Children in your class who help each other...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL help each other; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

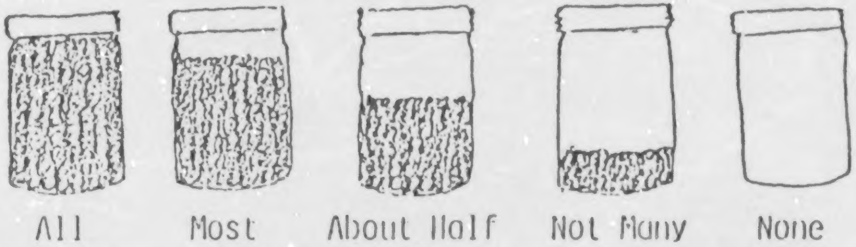
1. Children who take turns...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL take turns; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

2. Children who have friends...

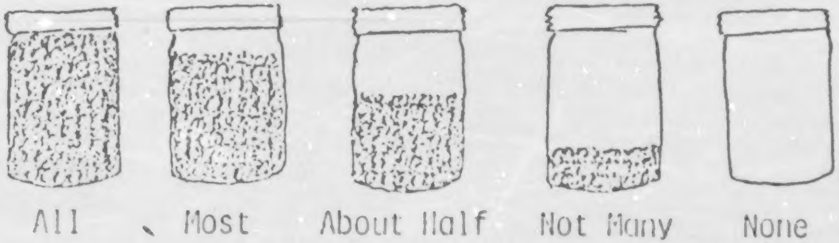
THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL have friends; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

Name

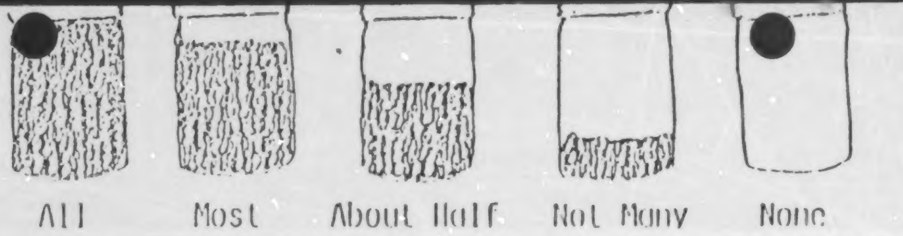
3. Children who say nice things to each other...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL say nice things to each other; MOST of them do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

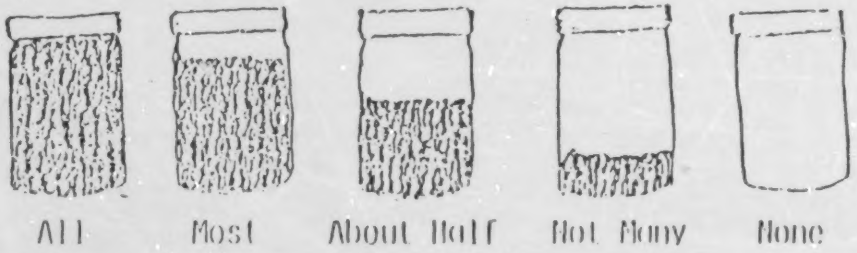
4. Children who boss others around...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL boss others around; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

5. Children who say mean things to each other...

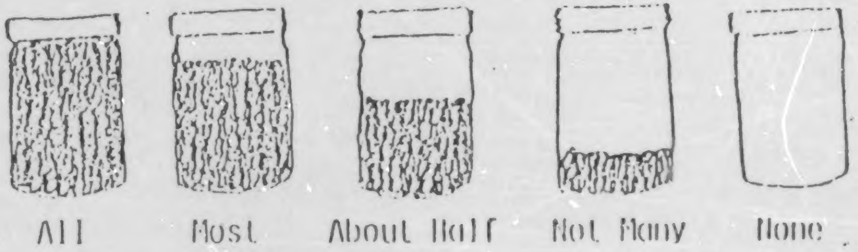
THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are mean to each other; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

6. Children who work well in groups...

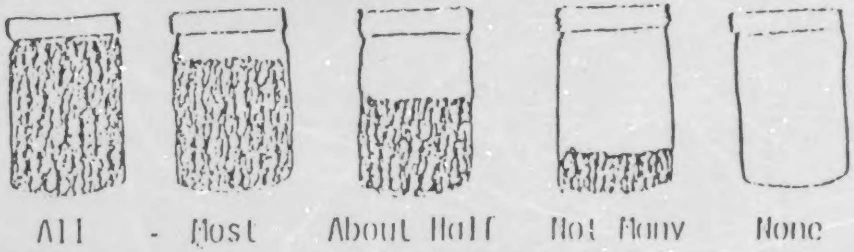
FG 62

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL work well in groups; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

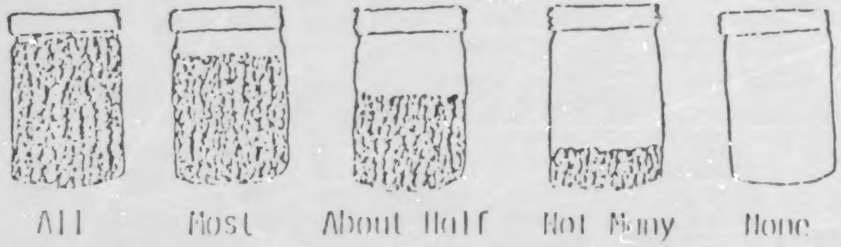
7. Children who get into fights with each other...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL get into fights with each other; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

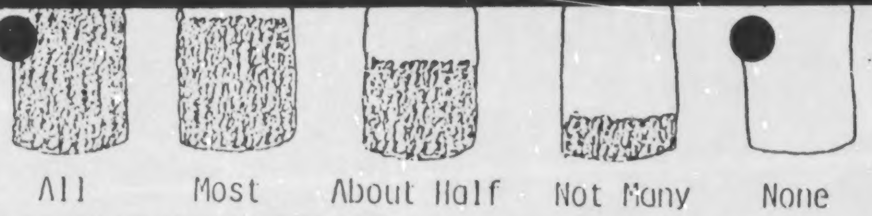
8. Children in your class use good manners...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL use good manners; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

9. Children who are nice to others who are different...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are nice to others who are different; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

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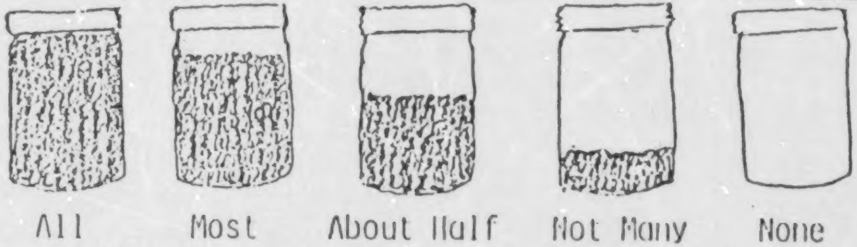
10. Children who are leaders...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are leaders; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

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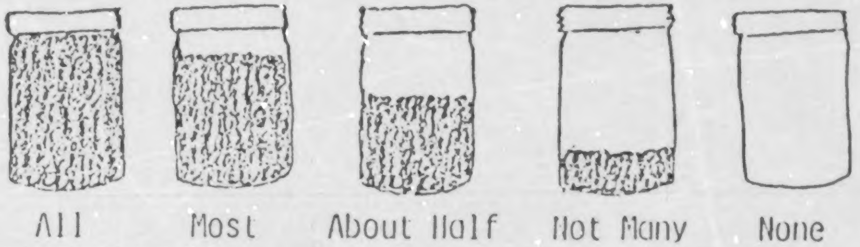
11. Children who are mean to others...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are mean to others; MOST are mean to others; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

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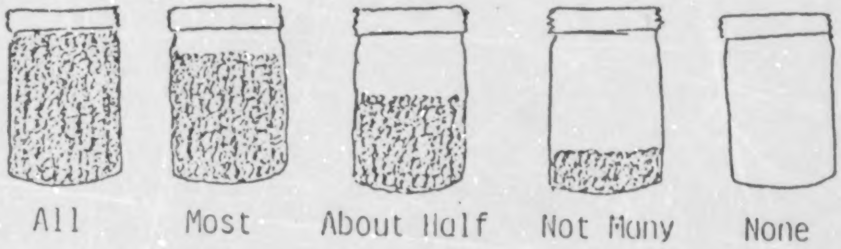
12. Children who listen to each other...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL listen to each other; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

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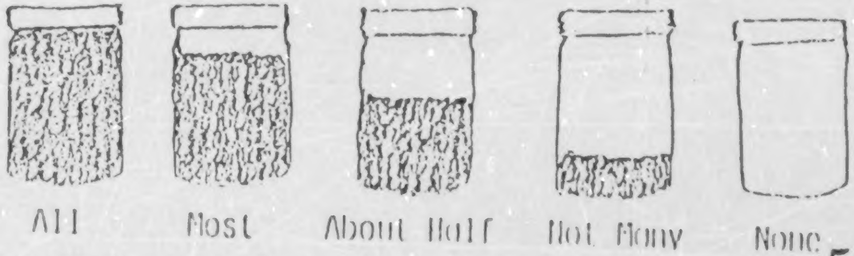
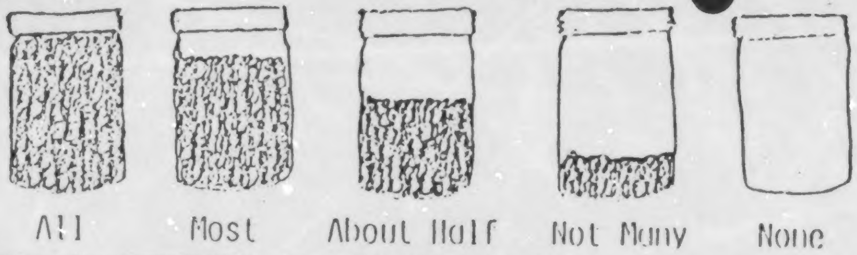
13. Children who settle fights and arguments without the teacher...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL settle fights and arguments without the teacher; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

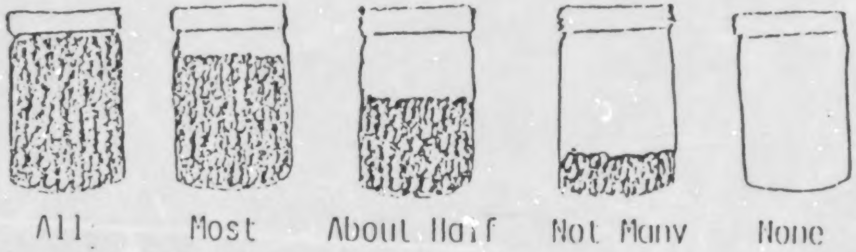
14. Children who are teased by others...

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are teased by others; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

15. Children who get to answer questions...

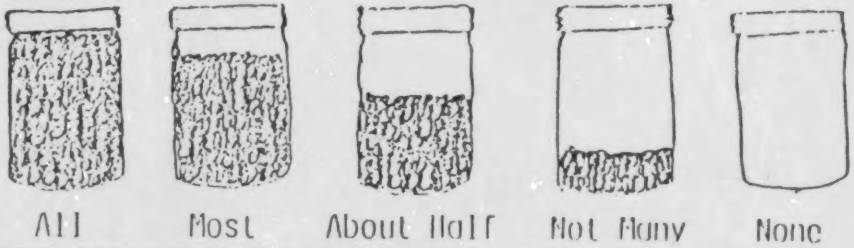
THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL get to answer questions; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

16. Children who say nice things...

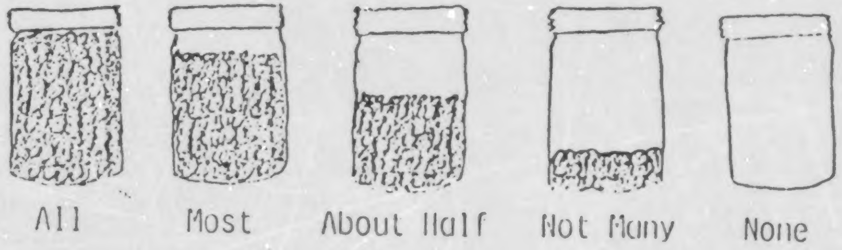
FG-64

THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL say nice things; MOST do; ABOUT HALF do; NOT MANY do; NONE do.


All
Most
About Half
Not Many
None

17. Children who are left out...

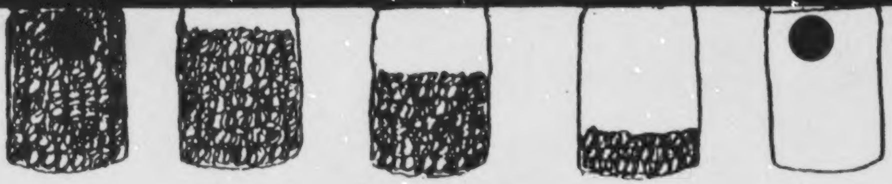
THINK ABOUT YOUR CLASS. DECIDE WHAT YOUR OPINION IS AND MARK ONE: ALL are left out; MOST are; ABOUT HALF are; NOT MANY are; NONE are.


All
Most
About Half
Not Many
None

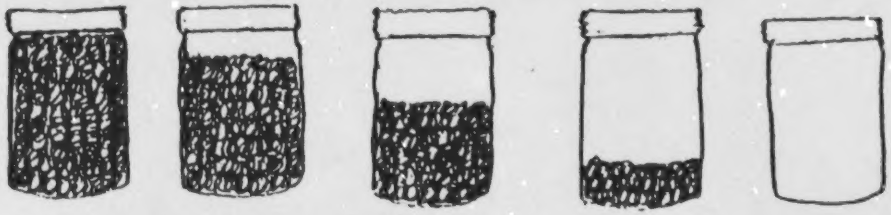
Name

FG-65

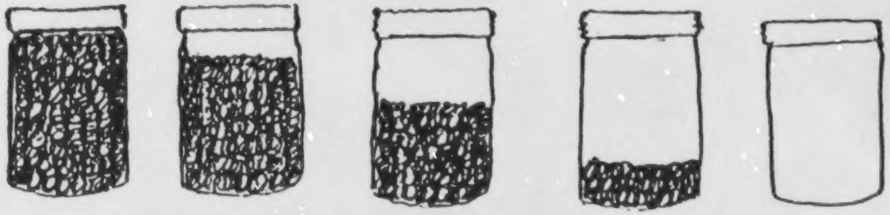
Children in your class who like to work together...


All
Most
About Half
Not Many
None

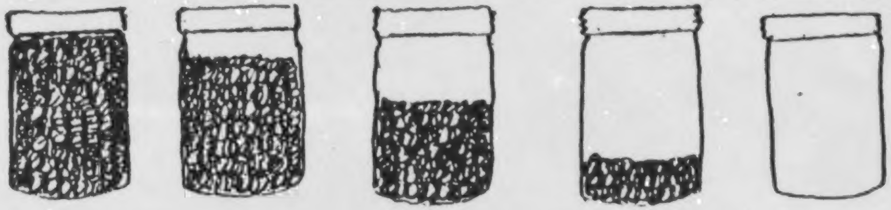
** Children in your class who help each other...


All
Most
About Half
Not Many
None

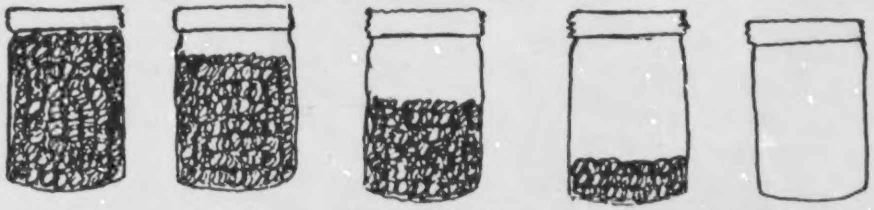
1. Children who take turns...


All
Most
About Half
Not Many
None

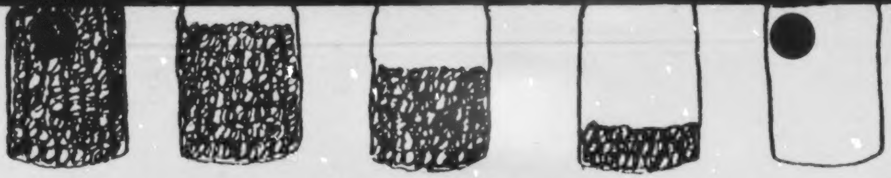
2. Children who have friends...


All
Most
About Half
Not Many
None

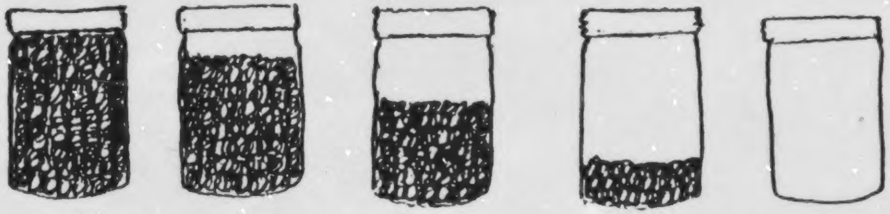
3. Children who say nice things to each other...


All
Most
About Half
Not Many
None

Children who boss others around...

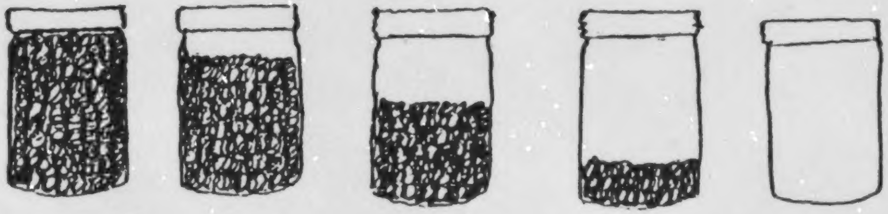

All
Most
About Half
Not Many
None

5. Children who say mean things to each other...

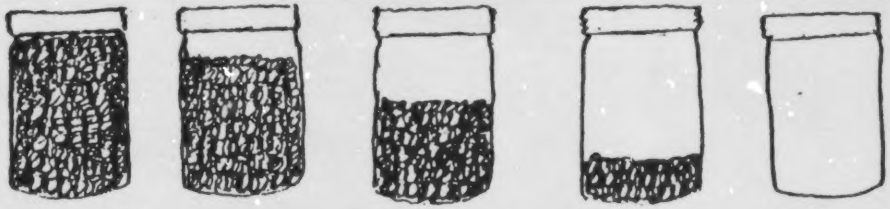

All
Most
About Half
Not Many
None

6. Children who work well in groups...

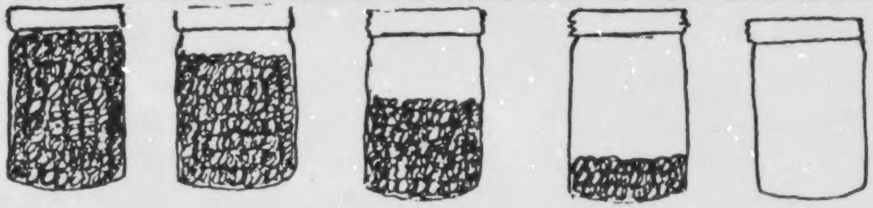
FG-66


All
Most
About Half
Not Many
None

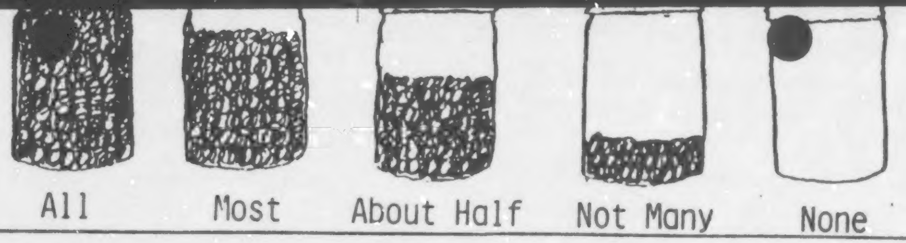
7. Children who get into fights with each other...


All
Most
About Half
Not Many
None

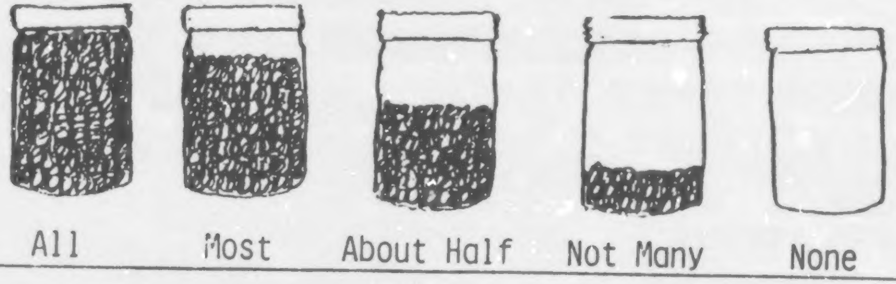
8. Children in your class use good manners...


All
Most
About Half
Not Many
None

9. Children who are nice to others who are different...

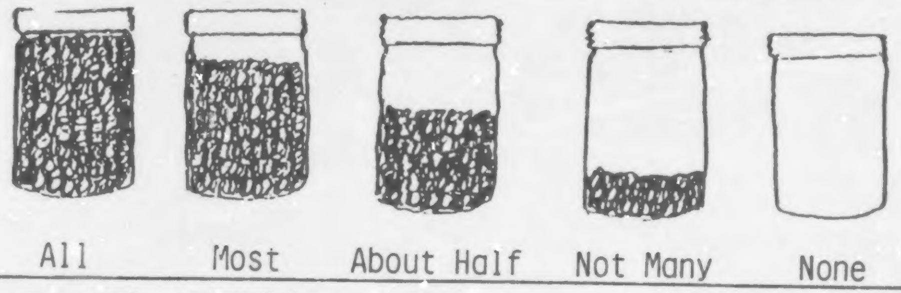

All
Most
About Half
Not Many
None

10. Children who are leaders...

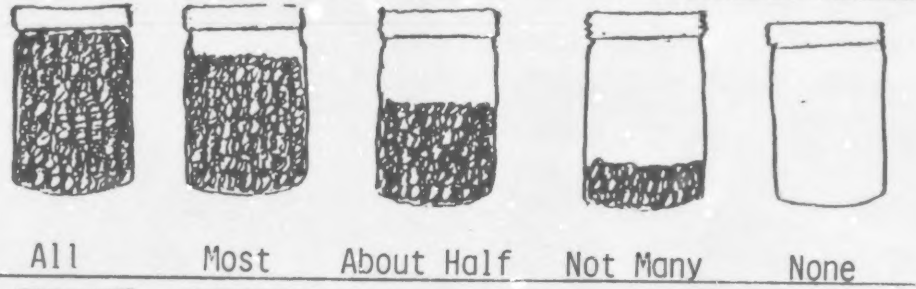

All
Most
About Half
Not Many
None

11. Children who are mean to others...

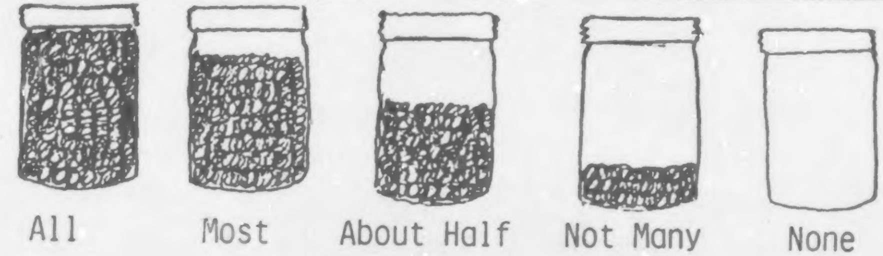
FG-67


All
Most
About Half
Not Many
None

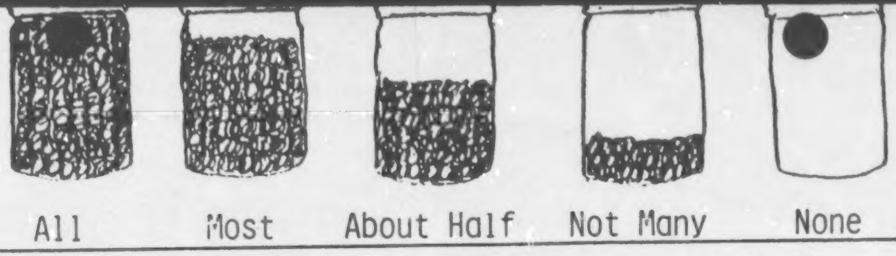
12. Children who listen to each other...


All
Most
About Half
Not Many
None

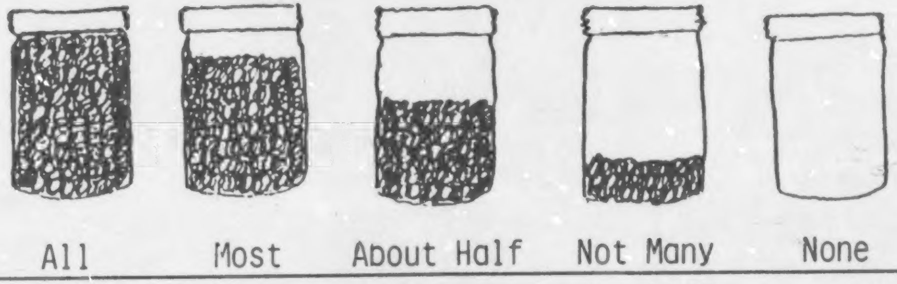
13. Children who settle fights and arguments without the teacher...


All
Most
About Half
Not Many
None

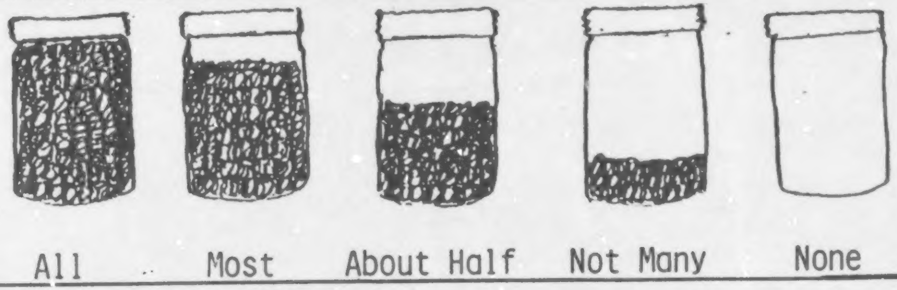
Children who are teased by others...


All
Most
About Half
Not Many
None

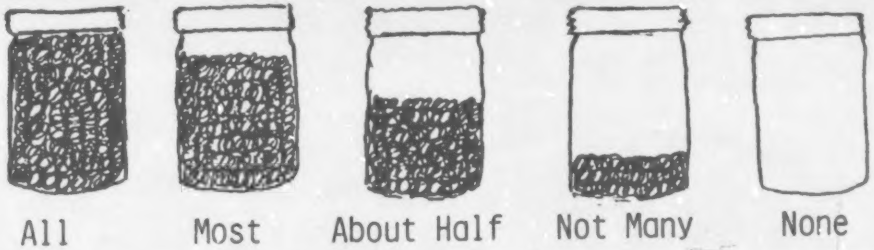
15. Children who get to answer questions...


All
Most
About Half
Not Many
None

16. Children who say nice things...


All
Most
About Half
Not Many
None

17. Children who are left out...


All
Most
About Half
Not Many
None

FG-68

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

Orcutt Union School District P. O. Box 2310 Orcutt, CA 93455 (805)937-1623

TEACHER SELF-EVALUATION

1. We want to know whether the Project has given you ways for solving the following problems. For each problem, list as many specific strategies and class activities that you have used (both from the Project and from other sources) to solve these problems.

   a. Students are not friendly with each other, and some students are very unpopular in the class.

   b. Students are not very cooperative and are unable to work together on group projects and activities.

   c. Many students have poor communication skills and do not participate in class discussions.

2. How important is solving problems, as stated in number one, to you personally as a teacher?

_______ Not at all important

_______ Solving these problems would be nice, but they are not very important compared to other problems teachers encounter.

_______ Solving these problems is important, but they should not be a major concern of teachers.

_______ It is important to solve these because they influence the teacher's success in meeting academic objectives.

3. The three problems listed under number one are all related to classroom social climate or student social relations. Please list as many specific needs as you can identify in your class that are also related to classroom social climate. Describe problems or needs that specific children (you do not have to name the children) have in this area.

PROJECT C.L.A.S.S.
Classroom Learning to Attain Social Skills

Being a parent is a complex task. Parents are concerned with the academic, social, emotional and physical development of their children.

Schools have tried to assist parents with these concerns by providing information, communications, and suggestions for home follow-through.

We would like to evaluate our efforts so we can increase effectiveness of our parent support services. Please return to your child's teacher when you have completed this survey.

****

This year, as a parent, I have learned from the schools more ways to:

	None	A few	Some	Many	Very Many
1. help children who have difficulty making friends					
2. help children play together successfully					
3. encourage good manners and courteous behavior					
4. help children develop better listening skills					
5. teach children constructive ways to deal with their anger					
6. promote cooperative behavior					
7. encourage children to talk about their feelings					
8. reinforce children's positive behaviors					
9. help children learn to share					
10. teach children how to take turns					
11. provide more positive responses to children					
12. listen more effectively to children					
13. help children resolve interpersonal problems					

14. Do you think the schools do enough to help parents deal with problems like those listed above?

_____ Yes

_____ No, and the schools should not attempt to help parents with these kinds of problems.

_____ No, and the schools should do more to attempt to help parents with these kinds of problems.

. In what ways have the schools provided you with information to help you deal with problems like those above? Please list them.

____

____

APPENDIX

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TITLE: BIRTHDAY DETECTIVES

GOAL:

1. To encourage students to interact positively with classmates.

2. To encourage students to accept differences and recognize similarities within a group of students.

ABSTRACT: Children interact as they interview each other to find everyone's birthday month. After gathering information, each child makes his/her own graph to use as a basis for discussion.

MATERIALS: Dittoed interview forms,* pencil, dittoed grids or graph paper, crayons, colored squares or symbols to make graph.

PROCEDURE:

1. Discuss the procedure and hand out the interview forms. Read the names of the months. Have the children sign their names on their own sheet, both at the top and in the proper square.

2. The children circulate around the class to ask each class member to sign in the square that denotes his/her birthday month.

3. After everyone has signed all of the papers and has made a graph, use the graphs for comparisons and for word problems in math.

4. If possible, take an instant picture of each month's birthday group. (For economy, you can have three months together, standing by the appropriate sign.) These, and a graph, make a bulletin board children find interesting as they notice groups of children having this important date in common.

* To help each child get complete information, ditto the class list on the back of the interview form. As each child signs a classmate's form, he/she crosses out his/her name on that form.

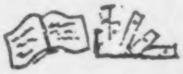
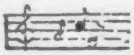
Math
Oral Language
Social Studies

PROJECT C.L.A.S.S.

Data Detectives

DIRECTIONS:

Below are some favorite activities. Circle those you enjoy. Use the last box to name something you like to do if it is not listed. Ask everyone present to sign their name in at least one appropriate box. There can be several names in each box.

JOGGING	TENNIS	 BOOKS/READING
SEWING	 MUSIC	T.V.
CAMPING	SWIMMING	???? YOUR THING ____________________

Grades K - 3

TITLE: CLASSROOM MOUTH

GOALS:

1. To increase students' abilities to participate more frequently and more equitably in small-group and classroom communications.
2. To increase students' abilities to listen positively.
3. To encourage students to demonstrate courtesy and consideration to peers within their classroom.

ABSTRACT: To make the rule that only one person may speak at a time in discussions more graphic, a beanbag is introduced as "the mouth." The accompanying rule is that when "the mouth" is used, only the person holding it may talk, The teacher must also follow the rule unless she/he speaks to maintain order.

MATERIALS: One beanbag filled with styrofoam pellets for each group of 8-10 students. An older student or adult for each small group is recommended.

PROCEDURE:

1. Before small group or class discussions, show the beanbag "mouths" to the class and explain the following rules:
    a. Only the person with the "mouth" may talk.
    b. Students who wish to talk must raise their hands.
    c. When the person talking is finished she/he chooses the next person to speak by passing the "mouth."
2. Read a story that provokes responsive discussion (see list below or choose your own favorite), use some of the questions listed, or focus on a current playground or classroom situation as subject for this practice lesson.
3. Encourage everyone to talk.
4. When the "mouth" is in use, the teacher is also required to have the "mouth" in order to speak, except for comments that involve discipline and class order.
5. After the practice lesson discuss the procedure.
    a. Was everyone given a chance to speak?
    b. Did using the "mouth" help the discussion?
6. Suggested questions (third grade)
    a. What is the biggest reason friends get into a fight with each other?
    b. If we could throw out one subject in school, what would you choose? Why?
    c. Do you think parents should tell their kids which TV programs they may watch?

   d. How much TV do you think kids your age should be allowed to watch?
   e. ______________________________
   f. ______________________________
   g. ______________________________

7. Suggested stories. (You may want to check The Bookfinder for books dealing with problems that may have come up in your class.)
   a. Buckley, Peter and Hortense Jones. William, Andy, and Ramon.
   b. Estes, Eleanor. The Hundred Dresses.
   c. Ets, Marie Hall. Play With Me.
   d. Lionni, Leo. Swimmy.
   e. Martin, Bell. I Am Freedom's Child.
   f. Quigley, Lillian Fox. The Blind Men and the Elephant: An Old Tale from the Land of India.
   g. Udrey, Janet May. Let's Be Enemies.
   h. Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day.
   i. Zolotow, Charlotte. The Hating Book.
   j. ______________________________
   k. ______________________________
8. Films.

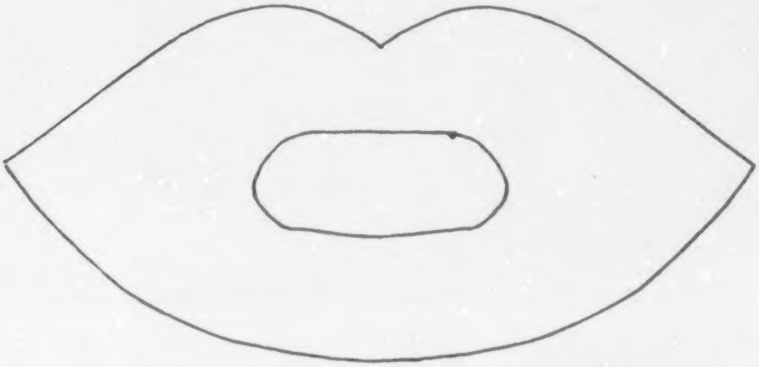
Suggestion: It is frequently helpful to use the "mouth" during discussions at various times of the school day.

PATTERN FOR THE MOUTH

Instructions

1. Cut a 5 1/2 inch square from a piece of washable fabric.
2. Cut the mouth (pattern below) from a contrasting piece of washable fabric.
3. Sew the mouth to one side (right side) of the square, then with two right sides together sew 1/4 inch from the cut edge by hand or sewing machine, leaving about a 2 inch opening on one side.
4. Turn the raw edges to the inside and fill the bag 90% full of styrofoam pellets. Sew up the opening.

The complete "mouth" washes well but do not dry in the dryer!



TITLE: SPIDER WEB

GOAL:

1. To increase students' abilities to listen positively.
2. To increase students' abilities to participate with greater frequency and more equitably in small-group and classroom communications.
3. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: Groups of 10 or 12 students pass a ball of yarn to each member as a visual reminder to provide a turn for everyone to speak. An incomplete sentence provides a vehicle for making a positive statement about each group member.

MATERIALS: A ball of yarn for each group. Two adults or older students for each group in kindergarten or first grade classrooms; one adult or older student for each second/third grade group.

PROCEDURE:

1. Role-play and explain the process before starting the children's groups. Ask questions to ascertain childrens' understanding of the process and clarify as needed.
2. Randomly choose groups of no more than 10-12 members.
3. Do activity.
   a. A child holds the ball of yarn in one hand while hanging on to the end of the yarn with the other. Only the child holding the yarn may speak. The same incomplete sentence is used for each child's turn. (See below.)
   b. When each child finishes his/her sentence, she/he loops the yarn around one wrist while tossing the yarn-ball to a child she/he names.
   c. The next child completes the sentence in his/her own way while holding the ball of yarn, then--keeping hold of one portion--names and tosses the ball to another child.
   d. The sequence is repeated with each child getting one turn until all the children have hold of the yarn in a "web."
   e. After all have had a turn, reverse the procedure with a new sentence. The yarn will be rolled back into a ball as each child calls on the child who had named him/her first.
4. If possible, follow-up immediately or soon after with another "web" using an incomplete positive statement. (Suggested sentences following on the next page.)
5. Discuss the activity.
   a. Do you think everyone could hear what you said? Were they listening?

b. Did the yarn help us take turns?

c. When we all held on to our yarn, we all were part of the group. You said it looked like a spider web. It could also be called a net. Then we would be a network! Do you know what a communications (or TV) network is?

d. What happens if someone lets loose of the yarn?

e. Is there any way we could do this good a job without using the yarn?

NOTE: If one group finishes before the others, those children may observe and then describe what the children still working were doing to make it a good activity. e.g. "They listened to each other." "They made sure everyone had a turn."

Suggested "starter" sentences:

"My favorite place is ...... (Child's name), what is yours?"

"The thing I like about (name) is .... How about you, (same name)?"

"_____________ is my friend because .... What about you _____________?"

"I like __________ because .... What about you, __________?"

"_____________ helped me .... Who helped you __________?"

NOTE: This technique has been used successfully in small instructional groups to insure turn-taking.

COOPERATION ASSESSMENT

Workshop Simulation

MATERIALS NEEDED:

a box or bag of materials (suggested on page 82) for each group of five or six "student" participants

a role-play card for each "student"

a Cooperation Assessment form for each "observor"

PROCEDURE

1. Divide workshop participants into two groups--one group will act as "students" and the other will code student behavior.
2. "Students" are placed in groups of three to six each with a box or bag of materials. They are instructed to "make something together." (See pgs.82-83 for directions and form for Cooperation Assessment.)
3. Each "student" is also given a role to play while working on his/her task. (Roles are suggested on page 81)
4. Give each person in the "observor" group an observation form and divide the group evenly among the student groups.
5. On a signal, "students" begin working and "observors" code the behavior.
6. After 15 minutes, groups stop working and discuss the experience.

The class isolate; withdraws from all group activities; sometimes watches but, at other times, wanders.

Uncooperative, bossy, critical of other students.

Natural leader, task-oriented, gives suggestions and encourages other to participate.

Does his own thing; is not disruptive but likes to work by himself.

Task-oriented, keeps reminding group of instructions.

A follower; cooperates with others; very polite.

PROJECT C.L.A.S.S.

DIRECTIONS FOR COOPERATION ASSESSMENT

Have a box of materials (suggested list below) for each group of five or six students; a clipboard with a Cooperation Assessment form for each observor coding a group.

Boys and girls, we are going to do a special activity today. Each of you will work in a group of five or six children. In your group, you will take the stuff in one of these boxes and make something TOGETHER.

First, let's look at what a box has in it.

Hold up the items as you name them.

You will have:

1. a big box
2. a little box
3. an egg carton
4. a styrofoam meat tray
5. FOUR paper plates
6. FOUR styrofoam (or paper) cups
7. FOUR wooden popsicle sticks
8. ONE piece of paper (colored)
9. ONE cardboard tube (or juice can)
10. ONE roll of tape
11. ONE crayon
12. ONE pair of scissors

Now, let's put a number on each of you and make our groups.

Count children off from class role to get a random sample. Have another person stand at a work area and put a number on the back of each child named for that group, then move to a second work area and affix numbers, etc. Put the numbers used, or name of child at the top of each column on the assessment form.

I wonder what your group will make. Remember, all of the children in your group work on ONE thing. You will have to decide together what it will be. And, did you notice something else? How many scissors are there? How many roles of tape? How many crayons? Remember, that's all you can use.

We have a special rule for this activity. Don't touch anything in the boxes until the lights go off and on. Then you can begin. When the lights go off again *(15 minutes work time--do not tell the children)* you will stop immediately. Put down your things even if they are not finished and put your hands on top of your head. Are you ready? Remember, think about what you are going to do and make something together.

As the group works, observe each child in turn for approximately 10 seconds. Place a tally mark in the column corresponding to the child's number or name opposite the behavior that best describes what the child is doing during that interval. Go on to teach child in turn. Mark only one behavior for the child being observed. Do not code any actions by children out of the observation sequence.

Repeat for the rest of the work period.

PROJECT C.L.A.S.S.

Cooperation Assessment Form

TEACHER____________________ SCHOOL________________ GRADE_____ E or C

DATE______________ BEGINNING TIME________ ENDING TIME________ TASKS______

TASK ORIENTED BEHAVIOR								
GROUP	interdependent, sharing gives information, answers questions, asks for information or materials, verbalizes pattern or structure of task, works on tasks, complies, cooperates, initiates							
INDIVIDUAL	working alone experimenting with own product							
GROUP	uncooperative demands, gripes, bosses, grabs, monopolizes materials, interferes, refuses to let go, unilaterally changes another's contribution, destroys							
INDIVIDUAL	withdrawal, not working "goofing off"							
SOCIAL - EMOTIONAL BEHAVIORS								
POSITIVE	encourages, accepts others' contribution, gives others recognition, asks for recognition same as above, non-verbally							
NEGATIVE	ridicules, name-calls, interrupts, comments negatively disapproves, ignores							
OBSERVING BEHAVIOR								
	watches group, non-participating							

FG-83

TITLE: ALL-STARS

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to appreciate the contributions each member may make to a group.

ABSTRACT: The best traits of each child in the classroom are noted on "baseball caps" by classmates. After making a self-portrait to fit the "caps," the "All-Stars" are grouped in a bulletin board display.

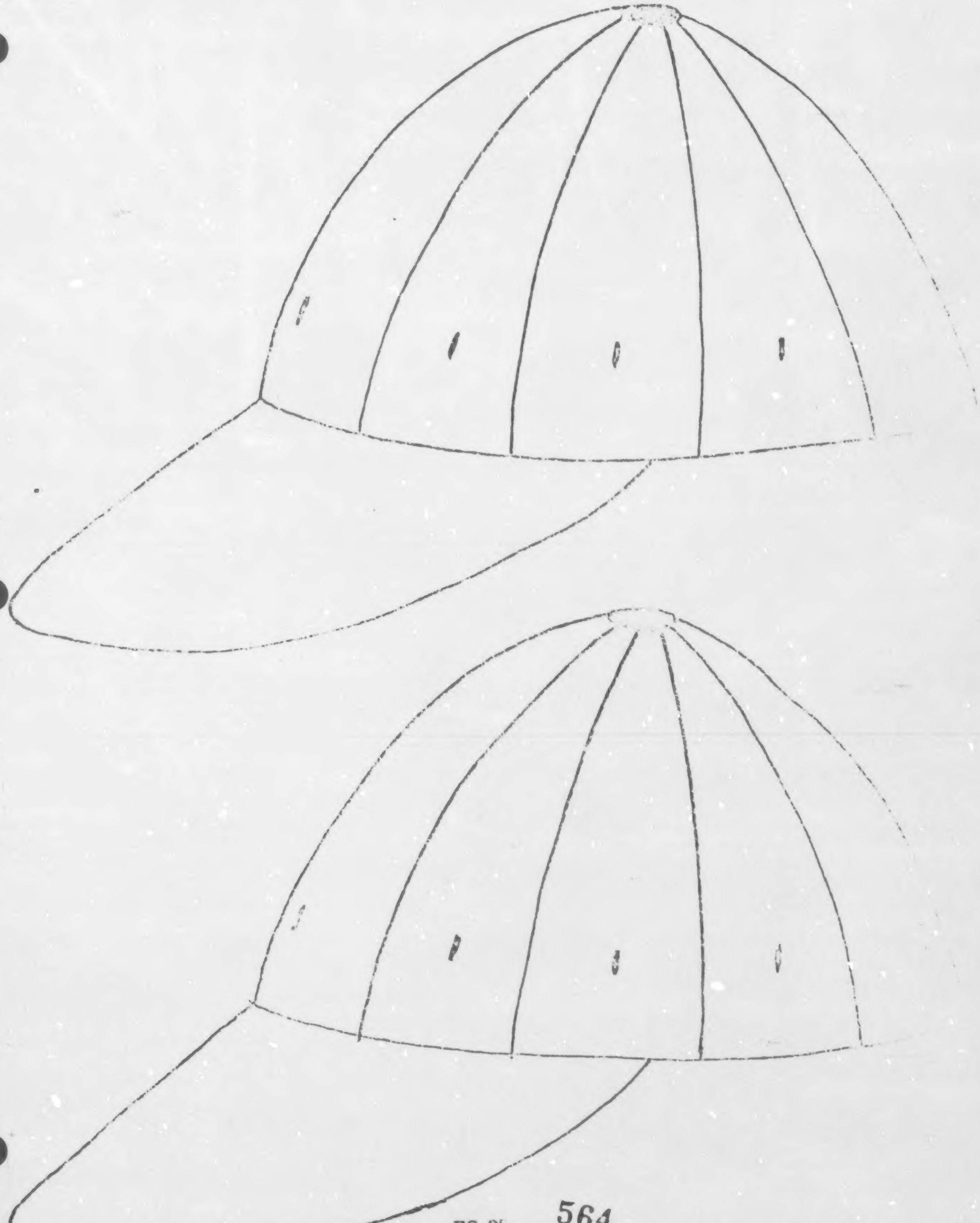
MATERIALS: Construction-paper baseball caps (light enough in color for writing to show), flesh-colored construction paper or manila paper, pencils, crayons, scissors, paste.

PROCEDURE:

1. Discussion:
    a. Do we remember what a compliment is?
    b. Can we mention some of the good things we like about our classmates? (Write phrases on chalkboard.)
    c. There may be more special things about each of us that we don't know yet. How could we find out?
    d. Asking someone about themselves is called an interview. Today we are going to interview each other and write the good things we find out about them on their cap.
2. Select groups of five students to work together.
3. The children interview each other and each writes one good thing about the members of the group on that member's cap. The member's name is put on the visor.
4. When a cap is finished the owner draws a self-portrait (head only) on which to paste the cap.
5. The finished products are displayed on the bulletin board after they are shared orally.

Art
Written Language
Oral Language

Worksheet for ALL STARS



PROJECT C.L.A.S.S.

PARENT DISCUSSION GROUP WORKSHEET

"GETTING TO KNOW YOU"

Do not write your name on this paper. Individually, answer each question below. One of these statements will be read aloud and shared with the group. Fold your paper and put it in a container.

Draw out someone else's paper. Circulate around the room to find the owner of the paper you chose. Get acquainted. When everyone has located their paper's author, each introduces that person to the whole group and reads one statement aloud.

1. I'm glad I can ______________________________

____

2. What I like best about my family is ______________________________

____

3. One thing I am interested in is ______________________________

____

4. I wish I knew how to ______________________________

____

5. One hope I have for the future is ______________________________

____

TITLE: JIGSAW SNACK
(an introduction to Jigsaw Grouping)

GOALS:

1. To introduce the pupils to a new grouping strategy.
2. To encourage students to appreciate the contributions each member may make to a group.
3. To increase students' abilities to recognize that one's behavior affects others.

ABSTRACT: A complete snack for each child depends on the contribution by each member of his jigsaw group who brings portions from the initial task group.

MATERIALS:

- Four kinds of food items e.g. bite-sized cereal, pretzels, peanuts, raisins, popcorn, etc. (candy creates particular problems with equitable distribution.) *
- Four measuring cups, spoons, a baggie and a cup for each child.
- Popsicle sticks numbered 1,2,3,4 repeated in as many colors as groups of four you will have.
- One sheet of paper corresponding to each color used on the popsicle sticks.

Before beginning:

1. Decide on the amount of each ingredient you wish to use for each serving. Multiply it by four. That is the amount the child getting that ingredient should measure into his baggie.
2. Place a different colored sheet of paper for each group on a separate table or desk. Each child takes his ingredient to the space with the colored paper that matches the color of his popsicle sticks. Put four paper cups on the paper.

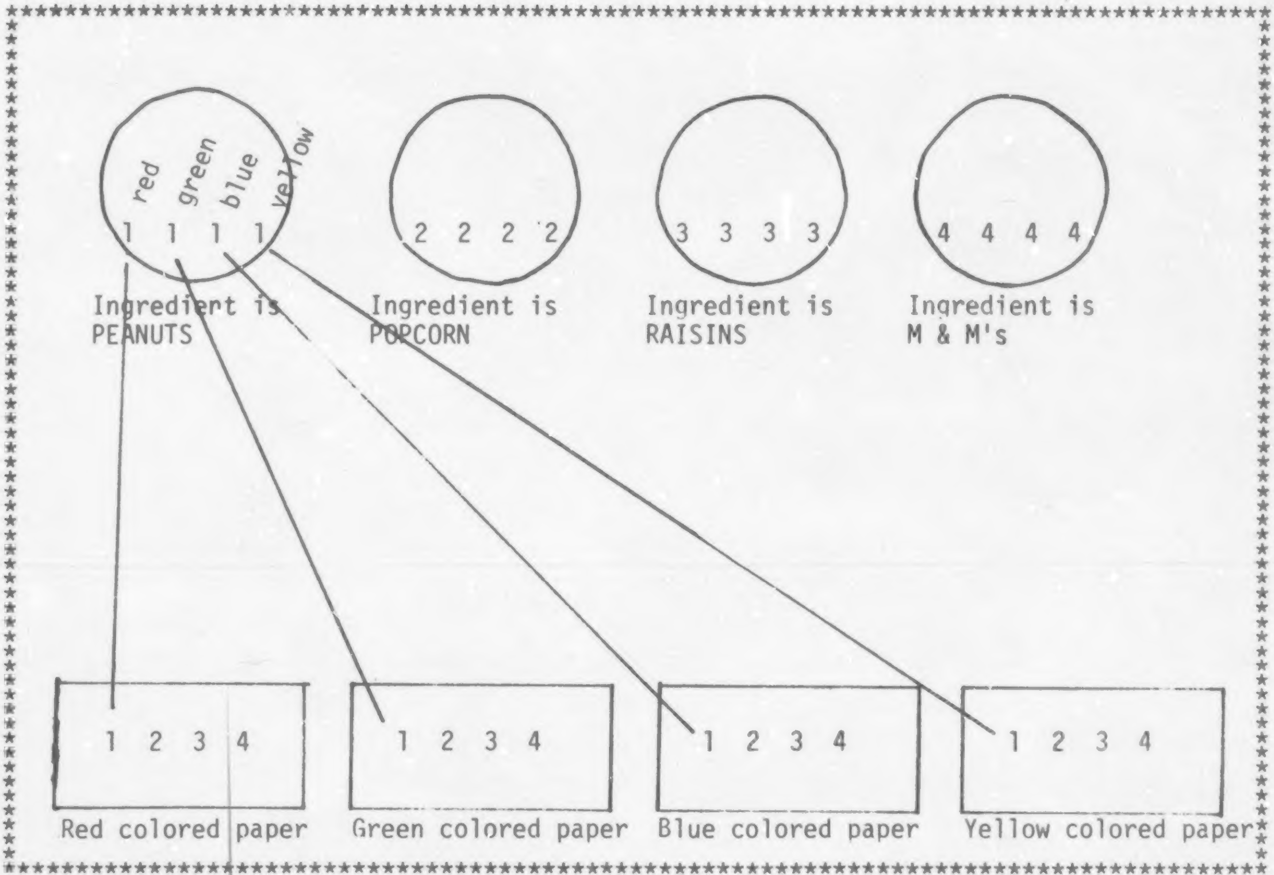
PROCEDURE:

1. Using popsicle sticks, divide children into four "ingredient" groups.
2. Describe the procedure. This should be done with each group separately or it can be role-played by the teacher and children she has already trained.
3. Emphasize that each child is to divide (or share) his ingredient evenly with his jigsaw group members.
4. Each child goes first to the ingredient table that has the same number as that on his popsicle stick. He measures the ingredient into one baggie or other container.

---

* Our teachers, however, enjoyed making a "trail mix" of M & M's, peanuts, cocoanut, and raisins.

5. After obtaining the ingredient, the child goes to the table with a color-matched paper. He divides his ingredient equally among all four cups.
6. After all ingredients are distributed the children sit in their color-groups (jigsaw groups) and enjoy their snack and conversation.


red
green
blue
yellow
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
Ingredient is PEANUTS
Ingredient is POPCORN
Ingredient is RAISINS
Ingredient is M & M's
1 2 3 4
1 2 3 4
1 2 3 4
1 2 3 4
Red colored paper
Green colored paper
Blue colored paper
Yellow colored paper

Math

PROJECT C.L.A.S.S.

WORD PICTURE

Workshop Version

You need a worksheet, an envelope with your name on it, and a pair of scissors or a pencil and small slips of paper.

Each envolope is passed in order around the group. As you receive an envelope, choose and appropriate adjective for each workshop participant. Cut it out or write it on a small slip of paper and place it in the appropriate envelope. Cross out the adjectives on the list as you use them--no adjective will be used more than once.

Continue passing the envelope around until you have placed an adjective in one for each participant.

Open your envelope and enjoy the adjectives chosen for you.

articulate
attractive
caring
charming
cheerful
clever
confident
creative
delightful
dependable
efficient
enthusiastic
fair
friendly
fun
gentle
good-looking

good-natured
gracious
helpful
honest
independent
kind
open
persuasive
pleasant
sharp
sincere
strong
talented
thoughtful
understanding
vivacious
warm

WHY ARE CHILDREN FRIENDS WITH EACH OTHER?

Ask the participants to individually list three reasons why one child would like another child and be friends with that child.

Place the adults in groups of four to six people.

Ask them to share the items on their lists with the other members of the group.

Have each group develop a group list of five reasons why children like each other and are friends with each other.

Have one representative from each group share the list developed by his/her group.

MATRIX FOR SOCIOMETRIC SURVEY

Chosen → Chooser ↓	Alex	Andra	Ashley	Bev	Chris	Erik	Gina	Glen	Heather	Holly	Janea	Jennifer	Kelly	Kendall	Lisa	Marissa	Mark	Melissa	Mike H	Mike S.	Patrick	Robby	Sean	Shane	Stacia	Suzanne	Tyler	Vincent		
Alex					−														−		−									
Andra				−								+	+	+									−	−						
Ashley				−					+	−	+					−									+					
Bev	−	+										+			+								−	−						
Chris				−							−								+	−	+		+							
Erik			−	−															−		+	+						+		
Gina	−	+		−								+						+						−						
Glen			−	−												−						+		+	+					
Heather		−	+	−							+		+											−						
Holly	−																−				+		−		+	+				
Janea		+							+				+									−		−			−			
Jennifer		+		−			+										−						−			+				
Kelly				−					+	−					+	−									+					
Kendall		+	−	−													−			+							+			
Lisa													+				−	+								+	−			
Marissa			−	−	+				−		+														+					
Mark	−					−		+														+		+			−			
Melissa		+										+					−							−		+		−		
Mike H.	−			−	+																+		+				−			
Mike S.			−	−	+		−							+													+			
Patrick				−	+				−		−			+					+											
Robby			−	−													+						−	+	+					
Sean				−						−						−				+				+			+			
Shane				−				+	−											−		+	+							
Stacia			+							−			+		−	+		−												
Suzanne		+					+	−				+											−	−						
Tylee																														
Vincent																														

Alex $\frac{0}{5}$

	Chris
	* Mike H.
	Patrick

(New child in class; would not name those he liked).

Andra $\frac{7}{1}$

* Jennifer	Bev
* Kendall	Sean
Kelly	Shane

Ashley $\frac{2}{6}$

* Heather	Holly
Janea	* Marissa
* Stacia	Bev

Bev $\frac{0}{17}$

Andra	Alex
Jennifer	* Sean
Lisa	* Shane

Chris $\frac{4}{2}$

* Mike H.	Bev
* Patrick	Janea
Sean	Mike S.

Erik $\frac{1}{1}$

Patrick	Ashley
Robby	Bev
Vincent	Mike H.

Gina $\frac{2}{1}$

* Jennifer	Alex
Melissa	Bev
Andra	Shane

Glen $\frac{2}{1}$

* Shane	Marissa
Stacia	Bev
Robby	Ashley

Mark $\frac{1}{7}$

Glen
* Robby
Shane

Alex
Erik
* Tyler

Patrick $\frac{4}{1}$

* Chris
Kendall
* Mike H.

Bev
Healther
Janea

Melissa $\frac{2}{1}$

Andra
Jennifer
Suzanne

Mark
* Shane
Vincent

Robby $\frac{5}{1}$

* Mark
* Shane
Stacia

Ashley
Bev
Sean

Mike H. $\frac{3}{1}$

* Christopher
Patrick
Sean

Alex
Bev
Tyler

Sean $\frac{3}{5}$

Mike S.
* Shane
Tyler

* Bev
Holly
Marissa

Mike S. $\frac{3}{3}$

Chris
* Kendall
* Tyler

Ashley
Bev
Gina

Shane $\frac{4}{8}$

* Robby
* Sean
* Glen

* Bev
Heather
Mike S.

Stacia $\frac{6}{1}$

* Ashley
* Kelly
* Marissa

Holly
Lisa
Melissa

Tyler $\frac{3}{4}$

* Kendall
Mike H.
* Mike S.

* Mark
Sean
Shane

Suzanne $\frac{4}{0}$

Andra
Gina
* Jennifer

Glen
Sean
Shane

Vincent $\frac{1}{1}$

Chris
* Erik
Robby

Bev
Mark
Mike S.

THREE WISHES

GOAL

To encourage staff members to interact positively, and to accept differences and recognize similarities.

PROCEDURE

Each staff member writes three wishes on an index card. These can be wishes for something they would rather have, be, do, etc; hopes for the future; fantasies. Be sure to inform the group that the wishes will be shared.

Names are not to be written on the cards.

All cards are collected and put into a box. Each staff member draws out a card, making sure that they have not drawn their own card.

Then each staff member introduces his/her partner to the group and shares at least one wish.

Grade 2-3

TITLE: CLASSROOM CONSENSUS

GOAL:

1. To encourage students to interact positively with classmates.
2. To encourage students to develop skills needed for healthy interpersonal relationships.
3. To increase students' abilities to participate more frequently and more equitably in small groups and classroom communications.

ABSTRACT: An opportunity to experience the process of coming to consensus, as well as the opportunity to share ideas, interests, and feelings, is provided in this discussion-group activity.

MATERIALS: One copy of worksheet for each group.

PROCEDURE:

1. Discussion:
   a. Introduce concept of group consensus (an opinion held by most or by all).
   b. How does this differ from "majority rules"?
   c. How can we guarantee that everyone has an opportunity to participate and express an opinion?
2. Randomly divide class into groups of 5 or 6.
3. Give each group one worksheet and explain that the members within a group must agree on something for each category.
   e.g. What is a food that everyone in the group likes?
   pizza? hamburgers?
   What is a food that everyone in the group dislikes?
   liver? spinach? ice cream?
4. If a group finishes earlier than others, have those children try to agree on other possibilities for each category.
5. Discussion:
   a. Share items on each worksheet with the whole class.
   b. What is the hardest thing about coming to group consensus?
   c. In what ways did you have to cooperate?
   d. Were you surprised about anything you learned?

Oral Language
Social Studies

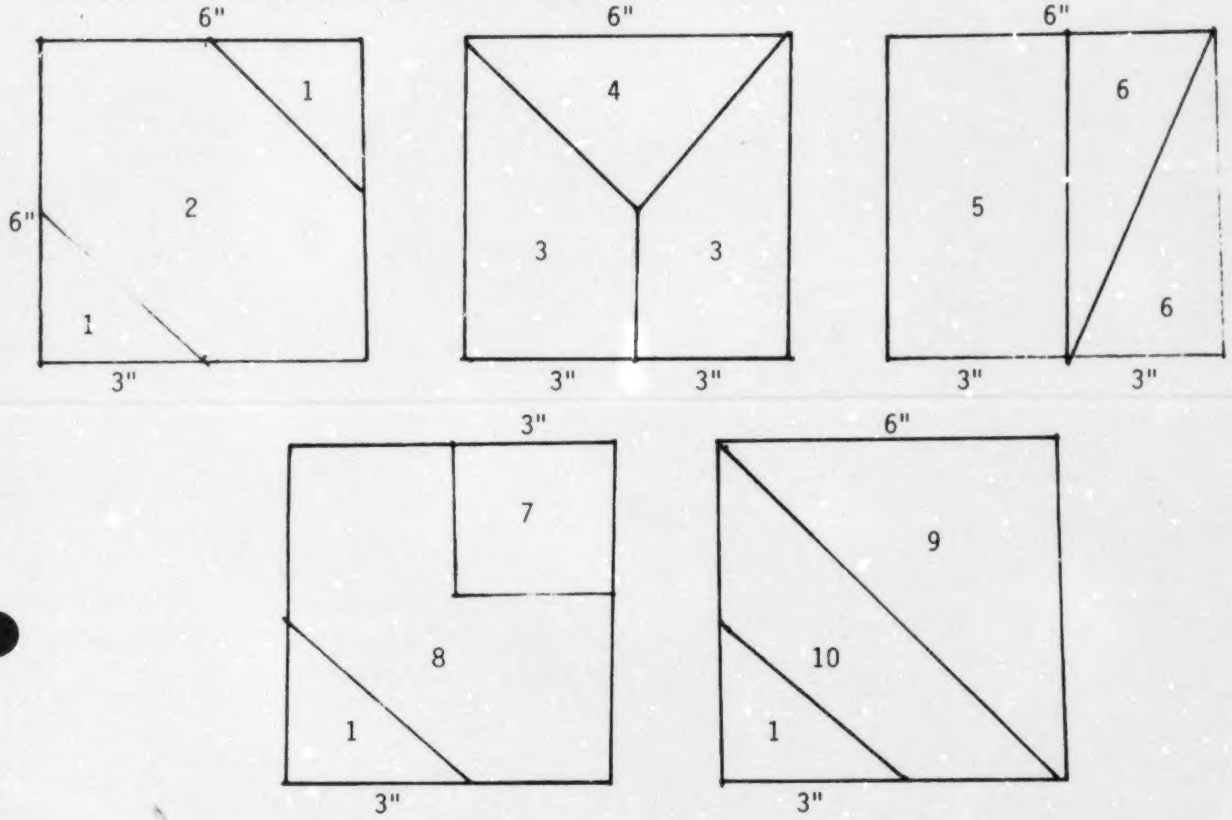
CLASSROOM CONSENSUS WORKSHEET

FG-97

CATEGORY	LIKE	DISLIKE
FOOD		
P.E. ACTIVITY		
TV SHOW		
SCHOOL SUBJECT		
VACATION PLACE		

FIVE SQUARE PUZZLE

For each group of five participants, make five 6" cardboard squares. Cut the squares into pieces as shown below:



Mark each of five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope	A has pieces	1, 2, 5
	B	1, 1, 9, 3
	C	1, 10
	D	4, 6
	E	7, 8, 6, 3

PROCEDURE

1. Organize the participants into groups of five, seated at tables.

2. Each group is given a set of five envelopes.

3. There are exactly enough parts distributed among the five people to make five complete squares. The task is completed when a completed square is put together in front of each person in the group.

4. When the signal is given (and not before) each group will open envelopes and form five squares of equal size. The task is not complete until each member has completed a square the same size as that of each other member.

5. The rules are as follows:

   Each member must construct one square directly at his work place.

   No member may talk, signal, or gesture in any way that would provide guidance, direction, or suggestions to any other group member. For example, no member may signal that he wants a piece from another member.

   Any member may give any of his pieces to another member.

   Each member's pieces must be in front of him at his work place except the one piece he is giving to another member. Only giving is allowed--no taking.

COOPERATIVE BRAINSTORMING

Remind participants of the rules for brainstorming:

1. the more ideas, the better. The longer the list, the more likely it will have some ideas we can use later on.
2. no criticisms of any ideas are allowed
3. use someone else's ideas. If someone suggests an ideas and it gives you another idea, say it.
4. record each idea.

Main topic for brainstorming---"Ways to Build Cooperation into your Classroom Day"

Subtopics: (Groups may choose one or more subtopics to brainstorm)

1. ART

2. P.E.
   - New Games

   - Adapting Old Games

3. READING/LANGUAGE ARTS

4. MATH/SCIENCE

5. SOCIAL STUDIES

Kindergarten

Wk.	Lesson Title		Needs Work	Acceptable	Very Good	Outstanding	Meets app priate, cle written obj tives.	Well organi could be im plemented w out further instruction.	COMMENTS
1	Super Star	82							
2	Color-Go-Round	89							
3	Take a Stand (A)	96							
4	Musical Hugs	98							
5	Spider Web	100							
6	Classroom Mouth	105							
7	Lend a Hand	109							
8	Many Parts of Me	103							
9	Listen, Think, Stand	116							
10	Stretch-a-Shape	118							
11	Spin and Face It	122							
12	Respond-a-Story	127							
13	Bear Hugs	134							
14	Name Your Game	137							
15	Musical Painting	145							
16	Assembly Line	147							
17	Attribute Action	166							
18	Paper Sculpture	168							
19	Popcorn Pop-Up	170							
20	Mirror	173							
21	Give the Dog a Bone	174							
22	Shape-Up	182							
23	These Are My Friends	186							
24	Sculptor	193							
25	Group Sculpture	194							
26	Tower Teams	196							
27	Monkey Hear/Monkey Say	201							
28	Puzzle Partners	209							
29	Jigsaw Snack	210							
30	Abecedarian	213							
31	Secret Service Agent	220							
32	Paint-a-Thon	222							
33	Geo Pics	225							
34	Alphabet Actors	229							
35	Sentence Chain	234							
36	Kindergarten Yearbook	240							

First Grade

Wk.	Lesson Title		Needs Work	Acceptable	Very Good	Outstanding	Meets app priate, cle written obj tives.	Well organi could be im plemented w out further instruction.	COMMENTS
1	Student of the Week	83							
2	Pick-a-Pet	90							
3	Take a Stand (A)	96							
4	Musical Greetings	99							
5	Spider Web	100							
6	Classroom Mouth	105							
7	Climate Control	110							
8	About Me	115							
9	Listen, Think, Stand	116							
10	Stretch-a-Shape	118							
11	Spin and Face It	122							
12	Sad/Glad	128							
13	Bear Hugs	134							
14	Name Your Game	137							
15	Crazy Quilt	146							
16	Assembly Line	147							
17	Attribute Action	166							
18	Paper Sculpture	168							
19	Popcorn Pop-Up	170							
20	Mirror	173							
21	Direction Duo	177							
22	Shape Up	182							
23	First Grade Who's Who	187							
24	Sculptor	193							
25	Group Sculpture	194							
26	Delightfully Different	197							
27	Communi Count	203							
28	Puzzle Partners	209							
29	Jigsaw Snack	210							
30	Cartoon Coaches	214							
31	Secret Service Agent	220							
32	Border Bunch	223							
33	Four Square Friends	226							
34	People Packages	230							
35	Classmate Categories	235							
36	First Class Friends	241							

Second Grade

Wk.	Lesson Title		Needs Work	Acceptabl	Very Good	Outstanding	Meets app priate, cl written obj tives.	Well organ could be in plemented out furthe instruction	COMMENTS
1	Teacher's Apprentice	85							
2	Birthday Detective	93							
3	Round-Up	97							
4	Musical Greetings	99							
5	Friendship Chain	102							
6	Trim-a-Tree	108							
7	Mutual Mosaic Partnership Grids	111 114							
8	Spider Web	100							
9	Classroom Mouth	105							
10	Totem Pals	119							
11	Feelings Chart	124							
12	Goofy Glasses	130							
13	Choo Choo Dodge Ball	136							
14	Follow the Yellow Brick Road	140							
15	Assembly Line	147							
16	TV Filmstrip	164							
17	Attention!	167							
18	Take a Stand (B)	169							
19	Popcorn Pop-Up	170							
20	Mirror	173							
21	People Puzzle	178							
22	Shape Up	182							
23	Special Strings	189							
24	Sculptor	193							
25	Stage-a-Story	195							
26	Tower Teams	196							
27	You're a Good Egg	204							
28	Puzzle Partners	209							
29	Jigsaw Snacks	210							
30	Foods for Four	218							
31	Secret Pals	221							
32	Cooperative Creatures	224							
33	Classroom Consensus	227							
34	Adjective Attributes	232							
35	All Stars	237							
36	Super Class	246							

Third Grade

Wk.	Lesson Title		Needs Work	Acceptabl	Very Good	Outstanding	Meets app priate, cl written obj tives.	Well organi could be im plemented out further instruction.	COMMENTS
1	Team of the Week	87							
2	Birthday Detective	93							
3	Round-Up	97							
4	Musical Greetings	99							
5	Many Parts of Me	103							
6	Trim-a-Tree	108							
7	Mutual Mosaic Partnership Grids	111 114							
8	Spider Web	100							
9	Classroom Mouth	105							
10	Funny Fold-Over People	120							
11	Feelings Collage	125							
12	Feelings Faces	133							
13	Choo Choo Dodge Ball	136							
14	Super Stocking Stuffer	143							
15	Assembly Line	147							
16	Jigsaw Mural	165							
17	Attention!	167							
18	Take a Stand (B)	169							
19	Friendship Formula	172							
20	Mirror	173							
21	Buddy Builders	180							
22	Architects and Builders	184							
23	Special Strings	189							
24	Sculptor	193							
25	Stage-a-Story	195							
26	What Would Happen If	199							
27	Say It With Flowers	207							
28	Puzzle Partners	209							
29	Jigsaw Snack	210							
30	Vertebrate Virtuosos	219							
31	Secret Pals	221							
32	Cooperative Creatures	224							
33	Classroom Consensus	227							
34	Adjectives Attributes	232							
35	Super Bunch	239							
36	Me, My Class, and I	250							

Additional classroom materials which make it easier for the teacher to implement the lessons with a minimum of out-of-pocket expense.

- Popsicle sticks (approx. 120)
- Rope (10 ft. length)
- Yarn (3 to 4 inch ball)
- Sticker/Stars
- Cardboard Checkerboard
- Elastic (3 yds. for each 5 persons)
- Tagboard (20" X 20")
- Colored construction paper
- Paper plates (dessert size)
- Paper plates (dinner size)
- Paper cups
- Pipe cleaners (70 per class)
- Brown paper bags (lunch size)
- Gummed stickers
- Toothpicks

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